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ABSTRACT

Written for displaced homemaker programs in vocational-technical schools, this curriculum contains material designed so that instructors can prepare student manuals appropriate to almost any educational support situation for displaced homemakers. An overview provides information on special needs groups, curriculum use, and resources and sample publicity materials and intake form. Materials are divided into three categories, which are organized into units. Section and unit titles include Orientation (Preliminaries, History and Role of Women in the Work World), Self-Image (Self-Appreciation, Values Clarification, Decision Making and Practical Problem Solving, Communications), and Training (Assertiveness Training I, Managing Resources--Time and Money, Job Readiness, Assertiveness Training II, Peer Counseling). The unit, Preliminaries, contains a get-acquainted exercise and assessment form. Each of the other units follows this format: unit objective, specific objectives, suggested activities, list of necessary instructional materials, references, information sheet, assignment sheets, unit test with answers, and survey (unit evaluation). Except for Assertiveness Training II, each unit is self-contained and can be used without reference to other units. (YLB)

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DISPLACED HOMEMAKERS:
VO-TECH WORKSHOP GUIDE

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Women's Educational Equity Act Program
U.S. Department of Education
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CE 029 984

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FOREWORD

The Oklahoma State Department of Vocational and Technical Education is pleased to have been given the opportunity to assist with the development of instructional materials for displaced homemakers. We feel that such materials will make a valuable addition to our instructional materials resource collection. Since the materials were developed using the format of materials developed by the State Department of Vocational and Technical Education, they can be easily transferred to almost any education program for adults. The precision and sensitivity of these materials can be appreciated by both students and instructors.

Francis Tuttle

Francis Tuttle, State Director
Oklahoma State Department of Vocational and Technical Education

PREFACE

This curriculum material was produced through the combined efforts of twenty people and guidance from the Oklahoma State Department of Vocational Technical Education.

Alane Atkinson, Director, Women's Resource Center, Norman, Oklahoma, created the curriculum ideas; and Janice Obermiller, Women's Resource Center, Norman, coordinated all the curriculum efforts.

Field testers who offered special guidance with the curriculum supplements designed for low-income students were Jennifer Isted and Peggy Bielich, Oklahoma City Skills Center; and Nita Magdalena, Gordon Cooper Area Vocational Technical School, Shawnee, Oklahoma.

Technical assistance for the "Job Readiness" section came from field testers Charlotte Whitworth, Rosalind Stanard, and Jim Rinehart, Great Plains Area Vo-Tech Center, Lawton, Oklahoma.

Also reviewing and commenting on the material during field testing were Anna Brown, Community Evaluator, Shawnee, Oklahoma; Aileen Little Axe Ellis, Community Evaluator, Shawnee, Oklahoma; Kay Barrick, Extension Home Economist, Pottawatomie County, Oklahoma; Jessica Patterson, COPE Instructor, Sac and Fox Tribe of Oklahoma; Sherill Ball, Gordon Cooper Area Vocational Technical School, Shawnee, Oklahoma; and Sequita Hawkins, Displaced Homemaker Center, Moore-Norman Area Vocational-Technical School, Norman, Oklahoma.

The Oklahoma State Department of Vocational and Technical Education field tested and endorsed this material. Offering special assistance were Francis Tuttle, State Director; Dr. Fern Green, Director, Educational Equity Services; Dr. Don Frazier, Director, Research Coordinating Unit; and Joyce Sawatzky, Curriculum Specialist.

Tillman J. Ragan, Ph.D., Associate Professor, College of Education, University of Oklahoma, evaluated this curriculum project.

OVERVIEW: TO THE INSTRUCTOR

DEFINING THE PROBLEM

A displaced homemaker is a person (usually a woman) who, although formerly "married" to her job as homemaker for ten or more years, suddenly becomes "unemployed" through divorce or widowhood.* She usually has no recent training or paid work experience with which to qualify for a job. Furthermore, she is generally not eligible for social security payments (she is below age 60); probably not eligible for Aid to Families with Dependent Children (if her children are grown); usually not eligible for Supplemental Security Income (she is neither blind nor disabled); not eligible for unemployment insurance (her homemaking was unpaid labor); and not eligible as a beneficiary under her absent spouse's pension, retirement, or health plan (her dependency status is gone).

Even worse, she has lost the familiar roles of wife and mother (if her children are grown) which gave her a sense of identity and purpose for so many years. Roles give structure to our lives and support us emotionally. With this structure and emotional support gone (along with the husband's financial support), the former homemaker is indeed displaced both emotionally and financially.

In addition to the feeling of being destroyed because the identity formerly derived from her husband is gone, the displaced homemaker normally has other problems as well. For example, her attitude that service to others is more important than her own desires and needs locks her securely in the "compassion trap." Consequently, she might be late or absent from class because she is out "serving others" as usual--instead of establishing her own life.

After all, her life to this point has been spent in seeking approval from others rather than in developing a satisfying self-appreciation based upon

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*Although the material that follows primarily addresses the concerns of the female displaced homemaker who suddenly finds herself single and unemployed because of divorce or widowhood, the material applies as well to the person who becomes a displaced homemaker through the sudden disability of a spouse. In addition, the concerns of the male displaced homemaker are addressed (see page 6).

the emotional security inside herself. Her stark discovery that her "reward" for a "lifetime" of service to others is to be discarded often produces justifiably intense feelings--guilt, fear, depression, anger, and outright rage. However, her socially "learned helplessness" renders her weak, dependent, and vulnerable to the demands of others, especially those of family members.

The loneliness of being newly single in what she perceives to be a couple-dominated society intensifies her problems. Often unable to appreciate her own capabilities and strengths, she concludes that she is not capable and that there are no alternatives. Her fear of entering the job market (probably an excellent alternative which would establish for her the role of worker) is justified because of the triple barriers of sex, age, and race discrimination in employment. According to Twenty Facts on Women Workers, published in August 1978 by the Women's Bureau, U.S. Department of Labor, "women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time, year round. The median wage or salary income of year-round, full-time workers in 1976 was lowest for minority women:

White men	$14,071.00
Minority men	10,496.00
White women	8,285.00
Minority women	7,825.00

The median earnings of full-time, year-round private household workers were only $2,570.00."*

Obviously, only lip service has been paid in our society to homemaking skills. As a result, approximately seven million displaced homemakers in the United States find themselves destitute and floundering. Now, here they are, in your class.

These problems, based on national values, are mainly social in origin. Most of the displaced homemakers in your class are reacting normally to the problems listed above. And this curriculum material is designed to give simple direction, not therapy. Unless you are trained in counseling, you will assist greatly by referring students with severe problems to appropriate sources of help.

This curriculum material in your hands will, we hope, assist each displaced homemaker in regaining a sense of balance and proportion in her life. Many of the exercises encourage her to regain her self-esteem and sense of wholeness by viewing herself as an important person in her own right, not merely half of a former couple. The process of moving from self-pity to self-appreciation will be slow and difficult. Replacing former roles with new and equally satisfying roles is a major undertaking. Along the way, your student will,

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*Office of the Secretary, Twenty Facts on Women Workers (Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1978), p. 2.

we hope, begin to value her own ideas, desires, and skills to the point that she will feel confident to evaluate her abilities, establish goals, choose appropriate training, search for a job, or initiate other activities of her choice. Finally, she will feel able and ready to become independent, self-sufficient, and economically secure.

Much of this curriculum material is ideal for use in small groups. Sharing ideas, feelings, problems, and solutions with several other persons who have experienced similar losses is an important esteem-building process. The realization that others have similar life situations, fears, and frustrations provides the tremendous relief that one is not alone. Finally, the group exchanges which help to identify, clarify, and solve problems have great practical value.

Each student's process of developing a new self-image and lifestyle after the predictable life patterns have collapsed is the most important emphasis in this curriculum material. During this process, the student has the right not to participate in classroom activities, especially during self-revelatory portions. Often, there will be no correct or incorrect answers to questions. Therefore, the product-oriented tests at the end of each unit can be disregarded unless they serve a particular purpose for you. These tests were developed to provide an instrument for curriculum validation during field testing.*

SPECIAL-NEEDS GROUPS

Minority Women: Black Displaced Homemakers

Black displaced homemakers must break through the triple barrier of race, sex, and age discrimination. The stereotype of the older Black woman as cleaning woman or cook is entrenched in our society; therefore, the Black displaced homemaker who aspires to areas other than cleaning and cooking faces social resistance and needs special help in overcoming the barriers placed before her.

Minority Women: Native American Displaced Homemakers

Native American displaced homemakers must also break through the triple barriers of race, sex, and age discrimination. The stereotype of the older Native American woman as a passive, subordinate squaw who walks ten paces behind her man has become so institutionalized that the older Native American woman faces employment barriers equal to those facing Black women. Chances are that she has no man to walk beside, because the life expectancy of minority males is seven years lower than the life expectancy of non-minority males.

The Native American woman (and other minority women caught in the triple bind of race, age, and sex discrimination) needs continuous assistance, support, and follow-up, especially in her quest for employment.

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*An initial student essay on "Why I'm Taking This Class" and a final student essay on "What I Got Out of This Class" would provide data for process evaluation.

Handicapped Women

Physically handicapped women, especially those who are mobility impaired and in wheelchairs, are triply bound to the pedestal as women thought by society to be incapable of work, marriage, or motherhood. People often assume that physically handicapped persons are mentally handicapped as well. Therefore, if a friend accompanies the physically handicapped woman, people often address the friend about the handicapped woman instead of conversing directly with the woman herself.

Physically handicapped women indicate that they feel especially useless because they are expected to remain idle in a society pervasively influenced by the Protestant work ethic. Like minority women, physically handicapped women need special assistance, support, and follow-up with their job efforts.

Low-Income Persons

Adequate transportation is a major problem for low-income persons. Therefore, low-income students need school-provided transportation. Too often, programs for low-income persons provide the students with subsistence-level stipends; however, the students often drop out because they cannot get to class when public as well as private means of transportation are unavailable.

Poor housing conditions are another problems. Often low-income persons don't know how to get public housing, or if they do know, they become discouraged by the long waiting lists. They tend to take no for an answer in most situations because they are passive and lack the confidence to assert themselves. The esteem-building emphasis throughout this curriculum material is especially helpful to low-income persons.

Poor health among low-income persons frequently comes from lack of education about nutrition and from diets high in low-cost carbohydrates (breads, potatoes, etc.). Even if low-income persons knew which foods to buy, they couldn't afford the more nutritious but more costly foods. Therefore, low-income Native Americans in Oklahoma, for example, eat beans, potatoes, rice, and fry bread. The results are abnormally high rates of malnutrition, obesity, sugar diabetes, hypoglycemia, and a life expectancy considerably lower than that of non-minority persons.

Since low-income persons have the daily ordeal of simply coping because of transportation, housing, and health problems, they need special assistance in getting to class and staying in school.

Battered Women

Certainly not all battered women are displaced homemakers, nor are all displaced homemakers battered. But former full-time homemakers who are battered by their spouses are a target group of displaced homemakers having critical special needs. Emotional stress related to the abuse, crisis shelter and housing needs, legal advice and advocacy through the justice system, protection for physical safety, and safe disposition of children are

just a few of the problems facing this population. Community resources sympathetic and responsive to the needs of the battered woman must be identified and a speedy, effective referral system arranged. Hospitals, housing authorities, social service departments, family counseling programs, legal aid bureaus, and churches often need to work together to provide effective resources for the battered woman and her family.

Persons with Low Literacy Skills (reading, writing, computation)

A high degree of marginal literacy exists especially among low-income and minority persons. When these students lack essential life-coping skills, they have difficulty completing tasks that you take for granted: reading the newspaper, applying for a driver's license, reading road signs, getting a Social Security card, completing a job application, establishing credit, computing the price of an item marked "one-third off," etc. For example, a local adult student without consumer literacy and computation skills may rent a television set for a high rate from a television rental service because she doesn't know how to negotiate a purchase (which requires a down payment, an application form, and credit references).

Students with low literacy skills need quietly provided tutorial assistance in reading, writing, and math. They also need latitude in completing the curriculum exercises in their own way, at their own level.

The Undereducated

Displaced homemakers without a high school diploma or its equivalent feel uncomfortable in a society which emphasizes that self-worth is measured by educational achievement. Therefore, students with less than a high school diploma need special emphasis placed on the value of their homemaking skills and the transferability of these skills to school reentry or employment situations. A displaced homemaker may, for example, have highly developed skills in several of the following areas:

Fund raising

Public speaking

Organization
Planning, arranging, or coordinating special events in school, church, or other community organizations

Administration
Managing an office

Scheduling time

Setting priorities

Serving as the coordinator for various community projects

Public relations
- Writing the club's newsletter
- Working with community members and the media
- Negotiating prices and contracting for services
- Working in political campaigns

Money management
- Being a purchasing agent
- Analyzing budgets

Skills identification and skills assessment provide a valuable esteem builder and life-planning instrument which can help a displaced homemaker make that difficult transition from home to school or work. Since many employers consider a high school diploma or its equivalent to be a basic qualification for employment, a displaced homemaker without a high school diploma (or the equivalent) needs special assistance in returning to school or in finding an employer who values her experience credentials.

Men

Our social structure has been such that class enrollment by a student who is a male displaced homemaker is rare indeed. However, male displaced homemakers are welcome in this program and can provide valuable assistance in smashing stereotypes about male/female occupations. Therefore, treat male displaced homemaker students the way you would want females treated in a diesel mechanics class--with dignity and respect. You probably have in the male displaced homemaker a very special student who has opposed the social mores in order to be a full-time homemaker. Male displaced homemakers need special support in the job search because potential employers with sexist attitudes may scorn, ridicule, or label a male displaced homemaker as "perverted."

Middle-Class Women

The expulsion from middle-class independence, social status, and security to emotional/financial need is probably the most devastating displacement experience of all. Middle-class homemakers need special help in rebuilding their self-esteem, help from someone who understands the extent of what they perceive to be a calamitous downfall.

Adversity can either build inner strength or crush a person. In fact, adversity is like a knife; it serves or cuts, depending on whether one grasps the handle or the blade. This domestic analogy conveys a univeral truth which could provide some comfort to the middle-class displaced homemaker, so long as the idea is conveyed with caution and care.

Women with Substantial Formal Education

Education is not necessarily insurance against the devastation of displacement. Displaced homemakers with substantial formal education may have more employment alternatives than women with less education do. Therefore, their choices may become more difficult, especially if the choice is between a practical vocational occupation which pays well and a more professional job which offers status but low pay. Therefore, women with substantial formal education may frequently need an employment counselor to help them clarify their options.

INTAKE FORM

An intake form is attached (as Exhibit 2) for use in establishing an individualized program for each displaced homemaker and in making the classroom experience more personal and flexible. This form was furnished and its use permitted by the Displaced Homemakers Center, Inc., Mills College, Oakland, California.

HOW TO CREATE AN ENVIRONMENT OF SUPPORT

Some of your students will need assistance outside the scope of your expertise. In order to establish an effective referral network, someone in your organization or institution should gather and analyze information about possible resource people (legal advisers, social service organization representatives, counselors, governmental agency workers, financial advisers, etc.), select and contact the resource people most sympathetic and helpful to displaced homemakers, and make arrangements in advance for referring displaced homemakers to these resource people. Then, when a displaced homemaker needs a referral, you can telephone the appropriate person within your support network of "on call" professionals to make an appointment for the displaced homemaker. If, on the other hand, you simply tell the displaced homemaker that she needs a counselor or lawyer, you may well overwhelm her with an added responsibility when she is already near collapse. To leave her hanging with a "you should" often aggravates problems instead of solving them.

Ask each displaced homemaker to report to you about her referral experience; then record her response in writing for future reference. Her response, in addition to giving valuable information, will establish her as a responsible contributor to the program and will provide you with an opportunity to follow up on her referral and to update your referral files.

To set up your referral network, go through the yellow pages of your telephone directory and list the potential resources. Then investigate, contact, and establish a basis for referral with the appropriate resource people. Potential resources include specific individuals within the following organizations and agencies:

Instructor

Alcoholism--information and treatment centers

Attorney referral services
- State Bar Association

Boards of education

Comprehensive Employment Training Act (CETA) programs

Charitable institutions

Drug information and treatment centers

Counselors--educational

Counselors--family relations

Counselors--financial
- Credit counselors
- Consumer credit counselors

Counselors--vocational

Government--city
- Housing authority

Government--county
- County health department
- District attorney
- Superintendent of schools

Government--federal
- Civil Service Commission
- Department of Labor, Women's Bureau
- Small Business Administration
- Social Security Administration
- Veterans Administration

Government--state
- Department of Institutions, Social and Rehabilitative Services
  - Division of Social Services
  - Vocational-Rehabilitative Services
  - Special Unit on Aging
- Department of Mental Health
- State Employment Office

Governor's Commission on the Status of Women

Legal aid offices

Libraries

Media--television, radio, newspapers

Mental health centers

Ministers

Parents Without Partners

Physical fitness centers

Physicians

Psychiatrists

Psychologists

Schools--universities and colleges

Social service organizations

Women's centers

Women's organizations
National Organization for Women (NOW)

Young Men's Christian Association (YMCA)

Young Women's Christian Association (YWCA)

HOW TO USE THE CURRICULUM

This material is designed for maximum flexibility and can be used in a variety of ways with almost any individual or group interested in esteem building. Although written for displaced homemaker programs in vocational-technical schools, this material is transferable to almost any educational support situation for displaced homemakers. In fact, the flexibility of this material permitted successful field testing of the "Assertiveness Training I" and "Values Clarification" units with groups of adult Native American students of both sexes, with only minor revisions, such as changing the references to "woman" or "displaced homemaker" to "Native American."

This material has been designed so that you can use it to prepare your own student manuals, appropriate for your situation. The material is organized by units. Those sheets marked "Instructor" at the top--those in this "Overview" section and those entitled "Suggested Activities" and "Answers to Test" in the units--are for your use. Those sheets not marked are for student use and can be removed, duplicated, and compiled as needed to make student manuals suited to your purposes.

Except for "Assertiveness Training II," each unit is a self-contained whole and can be used without reference to any other unit. Therefore, you can discard or repeat units at will, and you can shift the order of units to accommodate whatever need exists. If, for example, members of a large group have varying needs, the group can be subdivided and the appropriate curriculum material used in each small group.

The "Assignment Sheets" within each unit are suggestions only. If some assignment sheet activity labeled "large-group discussion" seems more suited to small-group discussion, use the activity as such. Some assignment sheets ask for personal information; you may wish to leave these sheets with students for their home records.

Individual Counseling

Each unit and assignment sheet is self-explanatory and can be used by professionals, lay counselors, or peer counselors (displaced homemakers) in order to

assist one person at a time. The curriculum writer can attest to a powerful, positive impact of this material on her own life as she wrote the units during times of solitude.

Large Groups

Most of this curriculum material can be used as basic instructional material for large groups of up to several hundred persons or as supplemental, outside-resource material for large groups.

Small Support Groups

Most of the activities throughout this curriculum (role playing, brainstorming, discussions, presentations, games, and exercises) are ideal for use in small support groups of from five to twelve persons--groups which unite periodically for supplemental large-group instruction. This material provides for small-group instruction and support.

FEEDBACK

Important in any instructional/support situation is the frequent opportunity for supportive feedback from the group. When specifically requested to do so, group members should offer constructive comments about behavior. Feedback consists of group members giving (or feeding back) information to a displaced homemaker regarding her behavior. For example, a displaced homemaker might practice a speech, or role play a job interview, an encounter with a family member, or an appearance in court, and request helpful comments from group members. Feedback should be given with great care, according to the suggestions that follow. (You may wish to duplicate this list for all group members involved in giving and receiving feedback during group activities; the list also appears as part of an information sheet in the unit on "Peer Counseling.")

If you are giving feedback, you should:

1. Ascertain that feedback is welcome. Feedback, in order to be most productive, should be requested and welcomed by a displaced homemaker who is interested in developing her behavior skills. "Helpful" comments forced upon her by group members or by the instructor will probably cause her to defend her behavior, distort what was said to her, form a negative opinion of the group experience, and cut herself off from further group support.

2. Clarify your motives. You should make sure that your feedback is part of a constructive, problem-solving effort that the recipient perceives to be beneficial to her. If, on the other hand, you are trying to place blame, win an argument, show your superiority, or convert others to your views, you should remain silent.

3. Use "I" statements to describe your response. "I feel" or "I think" statements indicate that you accept the responsibility for your

statements and that you are giving a personal opinion, not an "absolute truth." Therefore, the recipient can choose whether or not to accept or use your opinion.

4. Be specific about the behavior. General comments such as "I feel that you are not taking yourself seriously" are too vague to be helpful. Instead, in giving feedback you should say, "I think your confidence would be more evident if you looked directly at your audience, instead of looking at the floor so often, and if you stopped smiling when you are expressing anger."

5. Describe the behavior without being judgmental. An objective description of behavior relates specific behavior without interest in the motive or other causes of the behavior. Behavior description also avoids evaluating actions as right/good or as wrong/bad. If you make an evaluative statement such as "I think you should stop whining and stop playing poor-little-me games," you will probably cause the recipient to react defensively enough so as to block learning. A more acceptable behavior description would be your saying, "I think your speech has a nasal quality that would be eliminated if you spoke with more firmness and authority."

6. Offer feedback regarding only behavior that can be changed. If you give feedback about mobility impairment or a speech impediment over which the recipient has no control, your feedback will be destructive and can only intensify frustration.

7. Give immediate feedback when feasible. The most useful feedback you can provide is that given directly after the behavior to be described has occurred. The details of the behavior can then be quickly recalled with greater accuracy than they can at some later time.

8. Make sure that the recipient understands your intended message. One way of maintaining clear communication is to ask the recipient to paraphrase what she has just heard until you agree that the paraphrased statements match the message you sent.

The supportive impact of small-group exchanges, of which feedback is a significant part, is a process more important than any of this material per se. This impact begins immediately, as the displaced homemaker discovers through small-group exchanges that she is not alone, because the others share her frustration and anxiety. With this discovery, she experiences a tremendous sense of relief in knowing that she is a normal person and among friends. Then, in a supportive atmosphere, with assistance from the group and from these curriculum activities, she can often share and work through the feelings which bind and hold her back: low self-esteem; lack of confidence; and depression, anger, fear, hostility, grief, guilt, rage, etc.

Within the supportive system of a small group, the displaced homemaker can express, validate, and, we hope, get rid of her pain. She will become increasingly aware of the importance of self and social life. The group sharing of survival and support information and the exchange of messages such as "I believe in you . . . you can make it . . . you have choices" provide each displaced

homemaker with the support necessary for the risk taking involved in making the major life changes which confront her. These changes are major because they involve reconstituting her family and reconstructing a new image and definition of herself as a self-directed single person. Finally, the group reinforces her self-directed assertiveness by "authorizing" and approving this new behavior.

A FINAL WORD

If you are an instructor who thrives on challenges, you should be ecstatic about this opportunity. You will, no doubt, avoid the temptation to play psychiatrist-messiah or to convey the idea that "students, now that you are in my class, your problems are over." You will, we hope, work to develop problem-solving, leadership capabilities in your students and help them recognize their alternatives and choices. Who knows--perhaps this material will produce renewal and new definitions in your own life as well. That's what it did for the curriculum writer, who wishes you happiness and satisfaction in your important job.

DISPLACED HOMEMAKER RESOURCES

Publications of the Displaced Homemakers Network

Displaced Homemakers: Program Options. $13.00. A how-to manual developed for the first national training conference on the displaced homemaker.

Program Directory. $1.50. A listing of 225 programs, projects, and centers across the country that provide services for displaced homemakers.

Available from the Displaced Homemakers Network, 755 8th Street, N.W., Washington, D.C. 20001. (202) 347-0522.

Publications of the Older Women's League Educational Fund (OWLEF)

How to Tame the CETA Beast. $5.00. An advocacy manual for older women, prepared by OWLEF to help implement the new CETA displaced homemaker legislation.

Available from Older Women's League Educational Fund, 3800 Harrison Street, Oakland, California 94611.

Other General Resources

American Home Economics Association. Journal of Home Economics, Summer 1979. Entire issue devoted to displaced homemaker concerns. Available by sending $4.00 to the American Home Economics Association, Publication Sales, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

"Expanding the Options of Older Women." WEECN Resource Roundup, September 1979. Available from the Women's Educational Equity Communications Network (WEECN), Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103.

Legal Status of Homemakers. A series of publications for each state. Available from the Government Printing Office, Washington, D.C. 20402.

Wisconsin Governor's Commission on the Status of Women. Real Women, Real Lives: Marriage, Divorce, Widowhood. A free copy of this 1978 publication is available from the Governor's Office, State Capitol, Room 27A East, Madison, Wisconsin 53702.

Women in Midlife: Security and Fulfillment. Part I, Papers (#052-070-0438-7), $4.25; Part II, Bibliography (#052-070-0439-5), $2.75. The first Congressional study of middle-aged women's needs. Available from the Government Printing Office, Washington, D.C. 20402.

Funding

Finding Funds for Programs Relating to Women's Educational Equity. San Francisco: WEECN, January 1978. Available from the Women's Educational Equity Communications Network (WEECN), 1855 Folsom Street, San Francisco, California 94103.

A Guide to Coordinating CETA/Vocational Education Legislation Affecting Displaced Homemaker Programs. Washington, D.C.: U.S. Department of Labor, Women's Bureau, May 1979. A booklet to assist prime sponsors, vocational educators, and others in coordinating resources to meet the needs of displaced homemakers. Available from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

A Guide to Seeking Funds from CETA (LAB-441). Washington, D.C.: U.S. Department of Labor, Women's Bureau, Revised 1979. Available from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

Non-Print Resources

"Cinderella Minus the Prince: The Displaced Homemaker." Simulation game. For information on free loans, write PHASE, Continuing Education for Women, 1717 East Speedway, #3212, Tucson, Arizona 85719.

Who Remembers Mama? A 60-minute, award-winning film. For information, write Women in Communications, Inc., 5215 Homer Street, Dallas, Texas 75206.

Instructor
Exhibit 1

SAMPLE PRESS RELEASE, BROCHURE NARRATIVE, AND/OR PROGRAM FLYER

DISPLACED HOMEMAKER PROGRAM BEGINS

(Name of your organization or institution) begins an innovative program on (date) designed to assist displaced homemakers in restructuring their lives. This (length--e.g., seven-week) program will offer classes in the history and role of women in the work world, self-image, values clarification, decision making, communications, assertiveness training, resource management, job readiness, and peer counseling.

Registration begins on (dates, times, places, duration).

Teachers are (names, fields).

Tuition is (amount, methods for payment).

"A displaced homemaker is a person, usually a woman, who has invested ten or more years as a full-time homemaker but who now finds herself out of this full-time homemaking role for some new reason (death of spouse, divorce, etc.)," says (name and title of an appropriate person in your organization/institution). Recent estimates in a leading news magazine indicate that there are seven million displaced homemakers in the United States.

"Many of these women are looking for jobs, training, or other educational assistance," (name of your representative repeated) says. "Our program offers displaced homemakers the opportunity to identify their values, interests, abilities, and skills and to base life planning on these areas of interest and strength. Classroom activities are designed to assist each woman in the process of developing a new self-image and lifestyle. Planned group activities provide opportunities for displaced homemakers to teach, lead, and collectively analyze their own problems and solutions."

"Women with years of homemaking and/or volunteer experience often have highly developed, job-related skills they are not even aware of," states (name of your representative repeated). "Our program will help them to become aware of their special skills, especially those which are transferable to paying jobs; to develop personal insight; and to plan realistically for the future."

SAMPLE INTAKE FORM*

Interviewer _____

Date _____

Intake Comments

Name _____

Address _____ City _____ Zip _____

Phone _____

Date of birth: Month _____ Day _____ Year _____

Marital status: Single _____ Divorced _____

Separated _____ Widowed _____

Other _____ How long? _____

Number of children _____ Ages _____

Ethnic background _____

Education History

1. What was your highest grade completed in school?
   High school graduate? _____ Year _____
   College graduate? _____ Year _____
   Semester completed, if you did not graduate _____
   Technical school graduate? _____ Year _____
   Other (specify) _____
2. What was your major course of study? _____
   Degree (specify field) _____
3. Do you hold any certificates or licenses?
   Yes _____ No _____
   Certificate (specify) _____
   License (specify) _____

*This form was furnished and its use permitted by the Displaced Homemakers Center, Inc., Mills College, Oakland, California. Although the form is to be completed by school personnel, the student should be familiar with the form as well. To that end, a copy of the body of the form has been reprinted, in student handout form, in the first unit of this manual.

Instructor

Work History

1. Have you ever been employed?

   Yes _____ No _____ Full time _____ Part time _____

   a. If yes, please list:

Date	Type of Company	Duties/Responsibilities*

   b. If no, what kinds of responsibility did you have as a homemaker?

   _____Parenting _____Sewing

   _____Nursing _____Gardening

   _____Housekeeping _____Banking/bookkeeping

   _____Purchasing major household items _____Frequent entertaining

   _____ Others (specify)

Volunteer History

1. Have you ever done volunteer work? Yes _____ No _____

   Church _____ School _____ Hospital _____

   Community organizations _____

   City, county, or state agencies _____ Other _____

   If yes, please list:

Date	Affiliation	Duties/Responsibilities	How Long?*

Health Screening

1. How would you describe the status of your general physical health?

   Excellent _____ Good _____ Fair _____ Poor _____

2. Are you bothered by any chronic conditions?

   Yes _____ No _____

   If yes, explain _____

   _____

3. When was the last time you had a complete physical examination?

   Month _____ Year _____

4. Do you have a regular source of health care at this time?

   Yes _____ No _____

   If yes, what source? _____

*Write on back, if necessary.

Instructor

Use of Resources

1. Have you gone to a CETA office for certification?

   Yes _____ No _____

2. Have you gone to a public employment office for service?

   Yes _____ No _____

   If yes, explain _____

   _____

3. Have you gone to a private employment agency?

   Yes _____ No _____

   If yes, explain _____

   _____

4. Other (specify) _____

   _____

   _____

5. Have you investigated whether you are eligible for any of the following types of assistance?

   Alimony_____ Social Security_____

   Veterans Administration benefits_____ Pension/retirement benefits_____

   Unemployment insurance_____ Disability payments_____

   Welfare--Aid to Families with Dependent Children_____ General Assistance_____

   Medical_____

   Food stamps_____ Other (specify)_____

Assessment of Financial Resources

1. What financial resources do you have available to you?

   Income_____ Insurance benefits_____

   Savings_____ Disability benefits_____

   Social Security_____ Veterans Administration benefits_____

   Other (explain)_____

   _____

2. How did you meet your living expenses and financial obligations during the past three months?

   _____

   _____

Instructor

3. How do you plan to meet your living expenses and financial obligations during the next three to six months?

_____

_____

Personal Profile

1. How did you learn about this program?

Newspaper_____ Radio_____

Magazine_____ Friend_____

Television_____ Other (specify)_____

2. How was your initial contact made with this program?

Telephone_____ Drop in_____ Other (specify)_____

3. How do you spend your spare time? Please list hobbies, activities, etc.

_____

_____

4. What are your reasons for wanting to become involved in this program? Please check all that apply:

_____ a. Explore new directions for my life

_____ b. Meet people with similar problems

_____ c. Receive intellectual stimulation

_____ d. Develop self-confidence

_____ e. Help in defining the kind of job I want

_____ f. Assistance in finding a job

_____ g. Upgrade present skills

_____ h. Develop new skills

_____ i. Recent work experience

_____ j. Financial assistance

_____ k. Other (specify) _____

_____

5. What problems do you face? Check all that apply:

_____ a. Lack of transportation to this program

_____ b. Other home responsibilities (care of aged relative, children, etc.)

_____ c. Lack of personal direction

_____ d. Language barriers

_____ e. Educational limitations

_____ f. Attitudes of family toward building a new life

_____ g. Lack of funds for study or other expenses

_____ h. Other (specify) _____

_____

Work Values Profile

1. Indicate which factors are important influences toward your satisfaction with a job.

Use a scale of 1 - 3:
1 - very important
2 - a key consideration
3 - not important

_____ a. Earning a large salary

_____ b. Satisfying my family/friends with my career choice

_____ c. Personal satisfaction with my work

_____ d. Prestige, "high status" job

_____ e. Intellectual stimulation

_____ f. Creative flexibility

_____ g. Job security

_____ h. Flexible schedule

_____ i. Helping others

_____ j. High degree of autonomy

_____ k. Exciting environment

_____ l. Challenging work, but without pressure

_____ m. Working by myself

_____ n. Working as part of a team

_____ o. Supervising others

_____ p. Being my own boss

2. Which three of the above items are most important to you in terms of what you want out of your work?

_____

_____

_____

Action Plan

1. What are your present goals? Please be specific and identify at least two:

a. _____

b. _____

2. What do you think you need to reach your goals? Check all that apply:

   a. Emotional support:

      _____ Individual counseling

      _____ Assertiveness training

      _____ Group involvement

   b. _____ Short-term training for skill development

   c. _____ Long-term training for skill development

   d. _____ More education

   e. Recent work experience through:

      _____ Trainee placement

      _____ Volunteer placement

   f. _____ Testing

   g. Special assistance:

      _____ Widowhood counseling

      _____ Marriage-dissolution counseling

      _____ Money management

      _____ Financial assistance

      _____ Upgrading skills

      _____ Other (specify) _____

      _____

   h. Job readiness:

      _____ Resume writing

      _____ Interviewing techniques

   i. Crisis intervention:

      _____ Emergency food

      _____ Shelter

      _____ Legal assistance

   j. Self-employment exploration:

      _____ Information

      _____ Financing

   k. Other (specify) _____

      _____

Instructor

Disposition _____ Job ready _____ Not job ready

Referral made to:

1. This program:
   a. Workshop (specify) _____
   b. Volunteer coordinator _____
   c. Trainee coordinator _____
   d. Other staff (specify) _____
   e. Displaced homemaker classes _____
   f. Other (specify) _____
2. Outside resource/agency:
   a. CETA _____
   b. Employment agency _____
   c. Food stamp office _____
   d. Medical office _____
   e. Other (specify) _____

   _____
3. Job referral:
   Potential employer _____
   Job title _____
   Address _____
   Phone _____
   Salary _____
4. Job follow-up:
   Contact dates _____
   Contact made by: in the chart below, list the contact date and the name of the contact person:

	Date	Person
Telephone		
In person		
Letter		

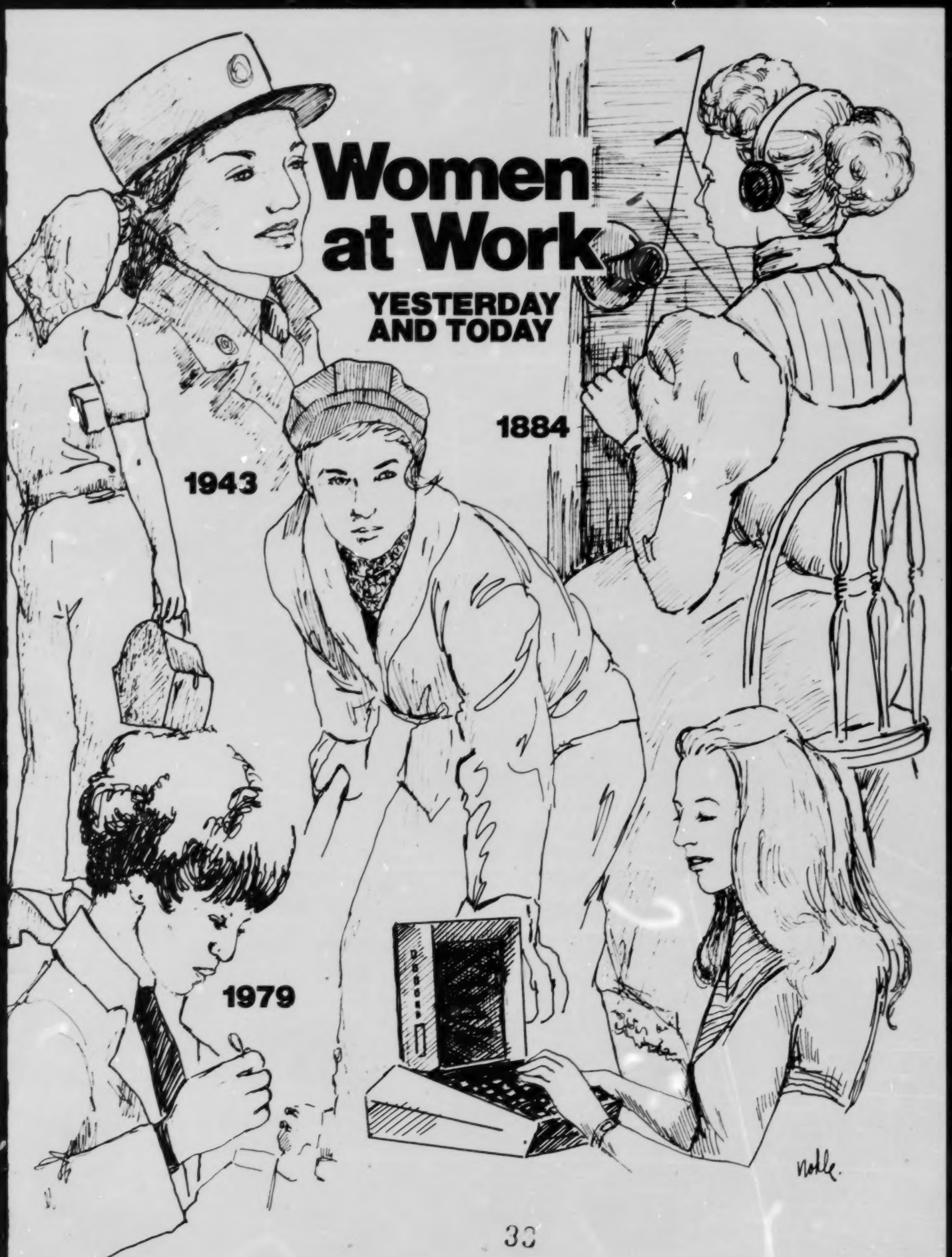
Comments: _____

_____

_____

SECTION A: ORIENTATION

UNIT 1: PRELIMINARIES


Women at Work
YESTERDAY AND TODAY
1884
1943
1979
noble

ORIENTATION

PRELIMINARIES

ASSIGNMENT SHEET #1 - INTERVIEW AND INTRODUCE

This get-acquainted exercise is similar to exercises throughout this curriculum material. Emphasis is on group interchange and group support for each student.

PART A

Choose someone you don't know for a partner. Then interview your partner and allow your partner to interview you. Ask, for example:

1. What is your name? _____

2. Each of us has a special ability in some area. What is your special skill--something you do better than anyone else?

   _____

   _____

3. How did you learn this special skill?

   _____

   _____

4. Do you have a favorite radio or television program? If so, what is the program? What do you think your choice of a radio or television program indicates about what you like?

   _____

   _____

   _____

PART B

Introduce to the class the partner whom you interviewed. Include in your introduction what you learned about your partner's special skill and favorite radio or television program.

ORIENTATION

PRELIMINARIES

ASSIGNMENT SHEET #2 - ASSESSMENT FORM

Your instructor will complete this form for you. Then you will be able to plan classroom work which will be of most benefit to you. This form was furnished and its use permitted by the Displaced Homemakers Center, Mills College, Oakland, California.

Date _____

Instructor Comments

Name _____

Address _____ City _____ Zip _____

Phone _____

Date of birth: Month _____ Day _____ Year _____

Marital status: Single _____ Divorced _____

Separated _____ Widowed _____

Other _____ How long? _____

Number of children _____ Ages _____

Ethnic background _____

Education History

1. What was your highest grade completed in school?

   High school graduate? _____ Year _____

   College graduate? _____ Year _____

   Semester completed, if you did not graduate _____

   Technical school graduate? _____ Year _____

   Other (specify) _____

2. What was your major course of study? _____

   Degree (specify field) _____

3. Do you hold any certificates or licenses?

   Yes _____ No _____

   Certificate (specify) _____

   License (specify) _____

Work History

1. Have you ever been employed?

   Yes _____ No _____ Full time _____ Part time _____

   a. If yes, please list:

   Date | Type of Company | Duties/Responsibilities*

   b. If no, what kinds of responsibility did you have as a homemaker?

   _____Parenting _____Sewing

   _____Nursing _____Gardening

   _____Housekeeping _____Banking/bookkeeping

   _____Purchasing major household items _____Frequent entertaining

   _____ Others (specify)

Volunteer History

1. Have you ever done volunteer work? Yes _____ No _____

   Church _____ School _____ Hospital _____

   Community organizations _____

   City, county, or state agencies _____ Other _____

   If yes, please list:

   Date | Affiliation | Duties/Responsibilities | How Long?*

Health Screening

1. How would you describe the status of your general physical health?

   Excellent _____ Good _____ Fair _____ Poor _____

2. Are you bothered by any chronic conditions?

   Yes _____ No _____

   If yes, explain _____

   _____

3. When was the last time you had a complete physical examination?

   Month _____ Year _____

4. Do you have a regular source of health care at this time?

   Yes _____ No _____

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*Write on back, if necessary.

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   Yes _____ No _____

   If yes, explain _____

   _____

3. Have you gone to a private employment agency?

   Yes _____ No _____

   If yes, explain _____

   _____

4. Other (specify) _____

   _____

   _____

5. Have you investigated whether you are eligible for any of the following types of assistance?

   Alimony_____ Social Security_____

   Veterans Administration benefits_____ Pension/retirement benefits_____

   Unemployment insurance_____ Disability payments_____

   Welfare--Aid to Families with Dependent Children_____ General Assistance_____

   Food stamps_____ Medical_____

   Other (specify)_____

Assessment of Financial Resources

1. What financial resources do you have available to you?

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2. How did you meet your living expenses and financial obligations during the past three months?

   _____

   _____

3. How do you plan to meet your living expenses and financial obligations during the next three to six months?

_____

_____

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1. How did you learn about this program?

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   Television_____ Other (specify)_____

2. How was your initial contact made with this program?

   Telephone_____ Drop in_____ Other (specify)_____

3. How do you spend your spare time? Please list hobbies, activities, etc.

   _____

   _____

4. What are your reasons for wanting to become involved in this program? Please check all that apply:

   _____ a. Explore new directions for my life

   _____ b. Meet people with similar problems

   _____ c. Receive intellectual stimulation

   _____ d. Develop self-confidence

   _____ e. Help in defining the kind of job I want

   _____ f. Assistance in finding a job

   _____ g. Upgrade present skills

   _____ h. Develop new skills

   _____ i. Recent work experience

   _____ j. Financial assistance

   _____ k. Other (specify) _____

   _____

5. What problems do you face? Check all that apply:

   _____ a. Lack of transportation to this program.

   _____ b. Other home responsibilities (care of aged relative, children, etc.).

   _____ c. Lack of personal direction

   _____ d. Language barriers

   _____ e. Educational limitations

_____ f. Attitudes of family toward building a new life

_____ g. Lack of funds for study or other expenses

_____ h. Other (specify) _____

_____

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1. Indicate which factors are important influences toward your satisfaction with a job.

Use a scale of 1 - 3:
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_____ b. Satisfying my family/friends with my career choice

_____ c. Personal satisfaction with my work

_____ d. Prestige, "high status" job

_____ e. Intellectual stimulation

_____ f. Creative flexibility

_____ g. Job security

_____ h. Flexible schedule

_____ i. Helping others

_____ j. High degree of autonomy

_____ k. Exciting environment

_____ l. Challenging work, but without pressure

_____ m. Working by myself

_____ n. Working as part of a team

_____ o. Supervising others

_____ p. Being my own boss

2. Which three of the above items are most important to you in terms of what you want out of your work?

_____

_____

_____

Action Plan

1. What are your present goals? Please be specific and identify at least two:

a. _____

b. _____

2. What do you think you need to reach your goals? Check all that apply:

a. Emotional support:

_____ Individual counseling

_____ Assertiveness training

_____ Group involvement

b. _____ Short-term training for skill development

c. _____ Long-term training for skill development

d. _____ More education

e. Recent work experience through:

_____ Trainee placement

_____ Volunteer placement

f. _____ Testing

g. Special assistance:

_____ Widowhood counseling

_____ Marriage-dissolution counseling

_____ Money management

_____ Financial assistance

_____ Upgrading skills

_____ Other (specify) _____

_____

h. Job readiness:

_____ Resume writing

_____ Interviewing techniques

i. Crisis intervention:

_____ Emergency food

_____ Shelter

_____ Legal assistance

j. Self-employment exploration:

_____ Information

_____ Financing

k. Other (specify) _____

_____

UNIT 2: HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

UNIT OBJECTIVE

After completing this unit, the student should be able to show how women's contributions to the work world have been essential in developing and maintaining the United States. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Understand that women are not new to the labor force.
2. Appreciate the long, dignified history of women workers in the United States.
3. Discuss special work-related problems traditionally encountered by Black women.
4. Discuss special contributions made by women in the work world during times of war.
5. Name major laws which prohibit discrimination in employment based on sex.
6. Name the major law which prohibits discrimination in employment based on age.
7. Discuss the important contribution of homemaking skills to the world of work.
8. Assess personal attitudes about the changing roles of women in the work world.
9. Discuss personal attitudes about a worker's age as related to on-the-job productivity.
10. Understand the diversity of jobs which women have performed in the work world.
11. List several creative ways of earning money through the use of existing homemaking skills.

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.
2. Provide student with information and assignment sheets.
3. Discuss unit and specific objectives.
4. Discuss information and assignment sheets.
5. Assist students with completion of Assignment Sheet #1, "Contribution of Homemaking Skills to the Work World." Some creative ways to earn money through use of existing homemaking skills are:
   - Starting a child-care service in the local department store
   - Knitting items for specialty shops
   - Placing macrame items on consignment at the local furniture store
   - Producing Indian beadwork on consignment for ski resorts (for Native American homemakers)
   - Contracting for fund-raising activities
   - Initiating a labeling and mailing service for bulk mailing (for example, make address labels from election board records and mail political material for candidates)
   - Writing grants for non-profit organizations
   - Beginning a house painting/papering service
   - Starting a lawn-care service
   - Operating a telephone answering service at home
   - Initiating a messenger service
   - Contracting for children's parties
   - Initiating a diaper service
   - Starting a newspaper clipping service
   - Opening a craft shop
   - Starting a sewing class for various groups at the fabric center
   - Establishing an independent cleaning contractor's service for businesses and homes
   - Initiating a child-care/transportation service for working parents who go to work each morning before children's centers open—keep the child until the center opens, then transport the child to the center

- Establishing a companion/chauffeur service for elderly persons
- Teaching arts and crafts or needlework at the community center, nursing home, recreation department, etc.
- Making appointments for salespeople
- Opening a thrift shop
- Catering
- Baking novelty items
- Cooking food specialties and delivering them
- Raising and selling plants/flowers in unique arrangements
- Selling real estate--you know about homes, and lots of women shop for homes
- Contracting to hang artwork at the doctor's office
- Giving piano lessons or other music lessons
- Etc.

6. Assist students with completion of Assignment Sheet #2, "Women, Work, and War."

   (Note: Some students may suggest during class discussion that women should give up their non-traditional wartime jobs to family bread-winners. If this happens, ask students to consider the number of women they know personally who are the "heads of households.")

7. Administer unit test.

8. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets
   - Assignment Sheet #1 - Contribution of Homemaking Skills to the Work World
   - Assignment Sheet #2 - Women, Work, and War
   - Assignment Sheet #3 - Black Women Workers
4. Unit test
5. Answers to test

UNIT REFERENCES:

"American Women, Draft Them? Too Bad We Can't Draft Their Grandmothers." Life editorial, January 29, 1945, p. 28.

"Army - They Work Too Hard." Time, August 24, 1942, p. 59.

Baxandall, Rosalyn; Linda Gordon; and Susan Reverby, eds. America's Working Women. New York: Random House, 1976.

Blaxall, Martha and Barbara Reagan, eds. Women and the Workplace: The Implications of Occupational Segregation. Chicago: University of Chicago Press, 1976.

"The First WAVES." Time, August 24, 1942, p. 59.

"Girl Pilots, Air Force Trains Them at Avenger Field, Texas." Life, July 19, 1943, p. 73.

"Girls in Uniform, In U.S. Industry They Help Make Weapons of War." Life, July 6, 1942, p. 41.

"Manpower - Women and Machines." Time, May 11, 1942, p. 62.

"More Women Must Go to Work as 3,200,000 New Jobs Beckon." Newsweek, September 6, 1943, p. 74.

"Negro WAVES." Time, October 30, 1944, p. 72.

Oakley, Ann. Woman's Work: The Housewife, Past and Present. New York: Pantheon Books, A Division of Random House, 1974.

"One-Girl Farm, Pat Altree Solves Manpower Problem." Life, November 23, 1942, p. 55.

"Soldier's Wife at Work, Peoria Girl Takes Over Her Husband's Business." Life, September 7, 1942, p. 39.

"They Fit into Army Life, First Women Soldiers Join Army." Life, September 7, 1942, pp. 74 and 80.

Turner, Marjorie B. Women and Work. Los Angeles: Regents of the University of California, 1964.

"WAAC - U.S. Women Troop to Enlist in Army's First All-Female Force." Life, June 8, 1942, p. 26.

"WAACS' First Muster." Time, June 8, 1942, p. 71.

"WAACS Go to Camp." Time, August 3, 1942, p. 46.

"WAFS." Time, September 21, 1942, p. 58.

"WAFS Women, Nancy Love Commands Female Fliers." Life, September 28, 1942, p. 40.

"War Effort Forges West Coast into a New Industrial Empire." Newsweek, June 22, 1943, p. 46.

Wertheimer, Barbara Mayer. We Were There: The Story of Working Women in America. New York: Pantheon Books, 1977.

"Women" (first birthday of Marine Corps Women's Reserve). Time, February 14, 1944, p. 65.

"Women" (WAVES). Time, March 12, 1945, p. 20.

"Women at War, Edna Reindel Paints Them at Work in U.S. Shipyard and Plane Plant." Life, June 5, 1944, p. 74.

"Women in Lifeboats, Torpedoed on an African-Bound Troopship, A Life Photographer Finds Them as Brave in War as Men." Life, February 22, 1943, p. 73.

"Women in Steel, They Are Handling Tough Jobs in Heavy Industry." Life, August 9, 1943, p. 75.

"Women Marines." Life, March 27, 1944, p. 81.

"Women - Rulers of the Air." Time, June 21, 1943, p. 67.

ADDITIONAL REFERENCES:

Sawatzky, Joyce. Vocational Home Economics Education, Family Living. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1978.

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

INFORMATION SHEET

TERMS AND DEFINITIONS

Stereotype - A fixed idea about how everyone within a group of people looks, acts, etc. For example, a race of people and older people often become stereotyped.

Domestic - A servant or maid.

Munitions factory - A place in which war supplies, especially weapons and ammunition, are made.

MAJOR LAWS WHICH PROHIBIT DISCRIMINATION IN EMPLOYMENT BASED ON SEX

Executive Order 11246 as amended by Executive Order 11375 and supported by Revised Order No. 4. This Order became effective in October 1968 and requires federal contractors and subcontractors to take affirmative action to insure equal employment opportunity regardless of sex. This Order prohibits discrimination in wages, hiring, promotion, and benefits. A federal contractor is any employer having contracts or grants from the U.S. Government which total more than $10,000.

The Equal Pay Act of 1963 as amended prohibits discrimination based on sex in wages and fringe benefits (life insurance, health insurance, retirement benefits, profit sharing, bonus plans, and credit union benefits). Employers covered by the Minimum Wage Law are also covered by the Equal Pay Act.

Title VII, Civil Rights Act of 1964 as amended prohibits sex and race discrimination in hiring, firing, promotion, wages, classification, employment referrals or assignment, extending or assigning the use of facilities, training, apprenticeships, fringe benefits, and any other conditions or privileges of employment. Those subject to Title VII are employers with 15 or more employees, employment agencies, labor organizations with 15 or more members, and labor-management apprenticeship programs.

Title IX of the Education Amendments of 1972 as amended prohibits sex discrimination in educational programs or activities which receive federal funds. Areas covered by Title IX are admissions, financial aid, rules governing behavior, access to courses and training programs, extracurricular activities, other educational programs and employment (wages, recruitment, hiring, job classification and most fringe benefits). Educational institutions receiving federal funds are subject to Title IX.

LAW WHICH PROHIBITS DISCRIMINATION IN EMPLOYMENT BASED ON AGE

The Age Discrimination in Employment Act of 1967 as amended protects any person between ages 40 and 70 from age discrimination in employment in the areas of hiring, firing, promotion, wages, fringe benefits, and any other conditions or privileges of employment. Employers with 20 or more employees are subject to the Age Discrimination in Employment Act of 1967 as amended.

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

ASSIGNMENT SHEET #1 - CONTRIBUTION OF HOMEMAKING SKILLS TO THE WORK WORLD

TWO CENTURIES OF HOME PRODUCTION

During the 17th and 18th centuries in the United States, women supervised home production of most items worn, eaten, or used by the family. Production included spinning yarn; weaving cloth; making clothing, shoes, hats, soap, quilts, and candles; baking; growing and preserving fruits and vegetables; curing meats; and making jams, jellies, butter, and cheese.

Besides producing food, clothing, and household articles for the family, women sold additional items (cloth, clothing, shoes, hats, etc.) which they would spin, weave, knit, or sew at home. Household industries overseen by women were actually home-based manufacturing plants which were essential to the family's economic well-being. (Note: Removal of home production to factories, completed by 1850, placed women's economic security in someone else's control.)

NURSING

This country's first homemakers were expected to be doctors, nurses, and midwives. They gathered, preserved, and sold herbs for medicinal purposes. A good midwife could deliver thousands of babies during her lifetime. During the American Revolution (1775-1783), women went with their husbands to battle in order to nurse the wounded soldiers and do other work. During the Civil War (1861-1865), women again went with their husbands to battle. This time women got formal training in nursing and an important profession for women became recognized. (Note: Women were excluded from midwifery by the 19th century as medicine became more scientific and required education which was not available to women.)

TRADITIONAL WOMEN'S WORK OUTSIDE THE HOME

Jobs traditionally available to women outside the home have frequently been extensions of what women have done at home. To appreciate the value of the following work, consider the impact on this country if women were unable to perform the following jobs:

Manufacture of cloth, clothing, and food products

Domestic service

Secretarial and clerical work ("office keeping," which corresponds to "housekeeping")

Nursing

Teaching

Service industry jobs in:
- restaurants
- hotels
- beauty parlors
- retail stores
- laundries
- day-care centers and nurseries

WORTH THINKING ABOUT

The value of homemaking skills continues today. Together with your classmates, list as many creative ways of earning money through use of existing homemaking skills as you can think of.

Examples: Start a child-care service in the local department store.
Begin a lawn-care service.
Begin a house painting/papering service.
Knit items for specialty shops.
Place macrame items on consignment at the furniture store.
Establish an independent cleaning contractor's service for business and homes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

ASSIGNMENT SHEET #2 - WOMEN, WORK, AND WAR

During this country's national crises, American women have taken over almost every job available to them and have performed responsibly and well.

REVOLUTIONARY WAR (1775-1783)

During the Revolutionary War, the American Colonies fought for independence from England. Women took over their husband's jobs when the men went to war. Since families had worked so closely together, women were already experienced as butchers, undertakers, printers, blacksmiths, shoemakers, house painters, barbers, sawmill operators, gristmill operators, tanners, gunsmiths, etc. These businesses were conducted by the family and located at or near the family home.

While some women stayed home to carry on the trades and make tools and guns for war, other women followed their husbands to war to serve as cooks, messengers, and nurses. Some women disguised themselves as men and fought as soldiers.

CIVIL WAR (1861-1865)

By the time this war between the North and South was fought, factories had already taken production of cloth, clothing, shoes, etc., out of the homes. During the Civil War, married women who had never worked outside their homes took factory jobs in order to make money and to produce the nation's clothing and war materials while the men went to war. Before the Civil War, young unmarried women and poor immigrant women had made up the female portion of the labor force. The influx of the traditionally homebound wives into the labor force outside their homes established a pattern which has continued to the present.

As they did in the Revolutionary War, some women went with their husbands to the battleground in order to make camp, cook, and nurse the sick and wounded soldiers. Approximately 400 women disguised themselves as men and fought as soldiers during the Civil War.

WORLD WAR I (1914-1918)

During World War I, large numbers of women responded to the national emergency which required them to work in munitions factories. Black women, because of the great demand for womanpower, acquired factory jobs (other than janitorial work) for the first time. Therefore, opportunities to work in industry helped some Black women break away from the cleaning woman-cook image which had long limited Black women's opportunities to domestic and laundry work.

WORLD WAR II (1941-1945)

During World War II, American women proved definitively that no job was too tough for them. Of the 16 million women workers during World War II, 4 million, with patriotic fervor, took jobs in munitions factories, shipyards, aircraft plants, and steel mills. These women, including large numbers of wives, widows, and mothers, became proficient at welding, wiring, riveting, drilling, loading, inspecting, assembling machine guns and small arms, and grinding. They built cargo vessels, navy ships, and airplanes.

Mothers were credited with rearing both munitions and children, and child-care centers were provided for some of these mothers. With World War II came social acceptance of mothers working outside the home, just as previous wars had sanctioned wives (without children) working outside their homes.

Finally, the social stigma was removed from factory work as these women labored diligently (for good pay!) in patriotic jobs which were "vital for victory."

During 1942-1943, women's branches of the armed services were founded in order to release men for combat duty. Women WAACS, WAVES, Marines, and WAFS became secretaries, cooks, truck drivers, mechanics, plumbers, carpenters, air traffic controllers, pilots, instructors in instrument flying, etc. On the first day of WAAC recruitment, more than 13,000 women from all walks of life enlisted. They were later joined by more than 200,000 women of all types who enlisted in the women's branches of the armed services. The first WAACS had been admonished by their leader to pay their "debt to democracy" and keep their "date with destiny."

Exercise

During World War II, women were described by the media as diligent, calm, energetic, mechanically able, conscientious, adaptable, disciplined, professional, etc.

After the war, "mother," for example, was advised in a popular magazine to be the "weaker sex" since she was no longer a "woman of steel." She was also instructed about how to shop without tears.

After considering the two paragraphs above, write down your answers to the following questions and share them with classmates during class discussion.

1. How do you account for the post-World War II change (described above) in attitude toward women?

_____

_____

_____

_____

2. Do you agree/disagree with this change in attitude? Why or why not?

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

ASSIGNMENT SHEET #3 - BLACK WOMEN WORKERS

FIELD WORK AND DOMESTIC SERVICE

Until World War II, mothers in great numbers did not work outside their homes--with one notable exception, Black mothers. Black slave women in the Southern Colonies had little choice but to work outside their homes. They were primarily full-time domestics (maids, housekeepers, cooks, wet nurses, etc.) or field workers who planted, hoed, and harvested various plantation crops. Pregnant Black women (valuable as producers of a labor supply) were expected to work right up to delivery time and return to work within a month after delivery.

In 1851, Sojourner Truth, an emancipated slave, eloquently described the treatment of Black women when she spoke from the audience during a women's convention in Akron, Ohio:

> That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man--when I could get it--and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

JOBS IN INDUSTRY

The wartime demand for womanpower during World War I gave Black women their first jobs in industry. They had traditionally been confined to agricultural, household, and commercial laundry work. The stereotype of the Black "domestic" has been incredibly difficult for Black women, especially older Black women, to overcome.

MILITARY SERVICE

Black women joined both the WAACS and the WAVES during World War II. Some became officers. The resulting G.I. benefits for education and employment helped them exit from poverty in ways which had been traditionally reserved for white males.

TITLE VII, 1964 CIVIL RIGHTS ACT

This law prohibits discrimination in employment on the basis of race, color, religion, national origin, and sex. Title VII has provided Black women with a basis for challenging employment practices which they think are discriminatory.

Exercise - Fill in the blanks.

Stereotyping of older Black women as domestics is an especially prevalent tendency. Stereotyping is a simplified way of classifying groups of people together without regard for individual differences. How are older adults (of all races and both sexes) stereotyped?_____

_____

_____

_____

_____

_____

_____

Are you surprised by the statement in a World War II news publication that during the first three months of 1943, 441,000 women above age 35 went to work in munitions factories and that women as old as 70 were handling all sorts of jobs capably?_____

If you are surprised, why? If not, why not?_____

_____

_____

_____

_____

_____

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

UNIT TEST

NAME _____ SCORE _____

Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____ a. A law which prohibits discrimination based on sex

_____ b. War supplies, especially weapons and ammunition

_____ c. Traditionally stereotyped as domestics

_____ d. Women's branches of the armed services

_____ e. First influx of homebound wives into the labor force occurred during which national crisis?

_____ f. A fixed idea about how everyone within a group of people looks and behaves

_____ g. Black women were first given opportunities for employment in industry during _____

_____ h. Mothers of young children worked outside the home in great numbers for the first time during _____

_____ i. An early women's occupation which was taken from women by the 19th century

_____ j. Servant or maid

1. Black women
2. Midwifery
3. WAACS, WAVES
4. Stereotype
5. World War I
6. World War II
7. Munitions
8. A domestic
9. Title VII, 1964 Civil Rights Act
10. The Civil War

Instructor

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

(100 points)

a.	9
b.	7
c.	1
d.	3
e.	10
f.	4
g.	5
h.	6
i.	2
j.	8

ORIENTATION

HISTORY AND ROLE OF WOMEN IN THE WORK WORLD

SURVEY

1. What in this unit was most helpful to you?_____

   _____

   Why?_____

2. What in this unit was least helpful to you?_____

   _____

   Why?_____

3. If you were the teacher, what would you add to this unit?_____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you?_____

   _____

   _____

5. How could the classmates be more helpful?_____

   _____

6. How could the teacher be more helpful?_____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific._____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not._____

   _____

   _____

   _____

   _____

SECTION B: SELF-IMAGE

UNIT 1: SELF-APPRECIATION

Discovery
OF ALL YOU CAN BE!

SELF-IMAGE

SELF-APPRECIATION

UNIT OBJECTIVE

After completing this unit, the student should have an enhanced self-image based on a comparison of individual value versus social definition. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Distinguish between a personal, biological definition of self and a social definition of self.
2. List physical attributes which can be changed.
3. List physical attributes which cannot be changed.
4. Determine the extent to which one's self-image is based on other persons' perceptions and definitions.
5. Recognize and overcome stereotyped, artificial definitions of the self that are based on one's relationship to another person.
6. Recognize and overcome the commercial definition of the self that is based on commercial products used on the body.
7. Practice self-acceptance based on a personal definition of the genuine self.
8. Prefer a genuine self-definition within one's control to a stereotyped self-definition outside one's control.
9. Explain why exercise is one of the best "tranquilizers."
10. Demonstrate deep muscle-relaxation techniques as a means of stress reduction.
11. Identify activities best suited for the reduction or elimination of stressfully lonely situations.
12. Appreciate friends, especially other women, as sources of assistance and support rather than as traditional competitors.
13. Cherish oneself.
14. Consider the possibility of becoming an "active" person in preference to remaining "traditionally" passive.

Instructor

SELF-IMAGE

SELF-APPRECIATION

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.
2. Provide student with information and assignment sheets.
3. Discuss unit and specific objectives.
4. Discuss information and assignment sheets.
5. Prepare students for Assignment Sheet #2, "Who Am I? Contrasting Definitions":

   - What pleases me about my body: Answers will be individual
   - What others say should please me about my body: Students will probably list commercial definitions, such as a youthful appearance or body measurements. Stress that these are artificial, commercial definitions which should be recognized for what they are and then discarded.
   - Physical attributes which I can change if I don't like them: Hair color, weight, etc.
   - Physical attributes which I cannot change: Height, age, eye color, shoe size, body build, etc.

   (Note: The purpose of this discussion is for you to lead the students to view their bodies--even the parts they don't like and can't change--in a new way by liking their bodies based on personal reasons.

   Example: "I love my body because it is wide awake and ready to go every morning by 6:00 a.m."

   Example: "I appreciate my body because it is the only body I will ever have, and I am going to take good care of it."

   This attitude based on personal values is essential because rejection of the body equals rejection of the self. In fact,

this new attitude will come naturally once commercial definitions of the body--what product promoters say you should like about your body--are exposed as stereotyped and commercial.)

6. Prepare students for Assignment Sheet #3, "Body Consciousness: Stress Reduction through Exercise."

   Use a commercial tape recording of relaxation instructions, tape the relaxation instructions on Assignment Sheet #3, or read the instructions as students practice the muscle-relaxation exercise.

7. Administer unit test.

8. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Objective sheet
2. Information sheet
3. Assignment sheets
   - Assignment Sheet #1 - Stereotypes and Me
   - Assignment Sheet #2 - Who Am I? Contrasting Definitions
   - Assignment Sheet #3 - Body Consciousness: Stress Reduction through Exercise
   - Assignment Sheet #4 - Body Consciousness: Stress Reduction through Involvement
   - Assignment Sheet #5 - I Am . . .
4. Unit test
5. Answers to test
6. Survey

UNIT REFERENCES:

Caine, Lynn. Lifelines. Garden City, New York: Doubleday & Company, Inc., 1978.

Dyer, Wayne W. Your Erroneous Zones. New York: Funk & Wagnalls, 1976.

Newman, Mildred and Bernard Berkowitz. How to Be Your Own Best Friend. New York: Random House, 1971.

Phelps, Stanlee and Nancy Austin. The Assertive Woman. San Luis Obispo, Calif.: Impact Publishers, 1975.

Shorr, Joseph E. Go See the Movie in Your Head. New York: Popular Library, 1977.

Instructor

ADDITIONAL REFERENCE:

Sawatzky, Joyce. Vocational Home Economics Education, Family Living. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1978.

SELF-IMAGE

SELF-APPRECIATION

INFORMATION SHEET

TERMS AND DEFINITIONS

Self-image - What you think about yourself.

Social definition - A definition of self based on one's relationship to another person.

Commercial definition - A definition of self based on the products one uses on the body.

Stereotype - A fixed idea about how everyone within a group of people looks, acts, etc. For example, a race of people and older people often become stereotyped.

Sex stereotype - A fixed idea about how women/girls as a group and men/boys as a group look, act, etc.

ADDITIONAL INFORMATION ABOUT STRESS REDUCTION THROUGH EXERCISE

Books

Bloom, Lynn Z. et al. "Exercises in Reducing Anxiety," The New Assertive Woman. New York: Delacorte Press, 1975, pp. 140-147.

Bower, Sharon A. and Gordon H. "Learning to Relax," Asserting Yourself. Reading, Mass.: Addison-Wesley Publishing Co., 1976, pp. 50-52.

_____. "Progressive Relaxation," Asserting Yourself. Reading, Mass.: Addison-Wesley Publishing Co., 1976, Appendix B, pp. 231-237.

Fensterheim, Herbert and Jean Baer. "Full Relaxation Exercise," Don't Say Yes When You Want to Say No. New York: Dell Publishing Co., 1976, pp. 287-291.

_____. "Intermediate Relaxation Exercise," Don't Say Yes When You Want to Say No. New York: Dell Publishing Co., 1976, pp. 291-292.

Galassi, Merna D. and John P. "Training in Deep Muscle Relaxation," Assert Yourself! New York: Human Services Press, 1977, pp. 70-74.

Lange, Arthur J. and Patricia Jakubowski. "Relaxation to Reduce Anxiety," Responsible Assertive Behavior. Champaign, Illinois: Research Press, 1976, pp. 169-172.

Phelps, Stanlee and Nancy Austin. "Training Yourself in Deep Muscle Relaxation," The Assertive Woman. San Luis Obispo, Calif.: Impact Publishers, 1975, pp. 25-27.

Tapes

Turner, A. Jack. Deep Muscle Relaxation Induction Procedure. Cyber-Systems, Inc., P.O. Box 3365, M.S.A.G., Huntsville, Alabama 35810.

SELF-IMAGE

SELF-APPRECIATION

ASSIGNMENT SHEET #1 - STEREOTYPES AND ME

This is a beginning exercise in examining your perception of yourself. Circle the words which you feel describe you. Then answer the questions which follow the list of adjectives. (This is a personal list for you to keep and refer to as the weeks go by.)

mature	able	grumpy	forgiving	noisy
obedient	objective	modest	responsible	reckless
sociable	stable	natural	lazy	kind
jealous	intellectual	imaginative	docile	curious
disorderly	complicated	dumb	normal	spiteful
active	ambitious	aggressive	independent	intelligent
rebellious	sensitive	sloppy	non-conforming	negative
sad	precise	patient	insensitive	impulsive
brash	bold	confident	cautious	defensive
inflexible	immature	impatient	masculine	fickle
self-conscious	shy	sly	quiet	rational
remarkable	reserved	happy	stupid	sweet
tough	talkative	outgoing	domineering	dependent
competent	conforming	calm	competitive	crabby
adventurous	argumentative	assertive	intuitive	idealistic
bright	critical	attractive	ignorant	pessimistic
personable	persistent	positive	self-confident	tactful
thrifty	trained	tolerant	unkind	vengeful
uninvolved	weak	wily	thoughtful	smooth
understanding	practical	pushy	open-minded	orderly

courageous	cowardly	optimistic	coy	careless
cooperative	emotional	energetic	frank	efficient
friendly	creative	proud	passive	generous
persuasive	gentle	genuine	gossipy	gross
honest	helpful	conscientious	pleasure seeking	self-disciplined

1. What is the sex of the individual described by the following adjectives: docile, passive, gentle, dependent? _____

2. What is the sex of the person described here: competitive, adventurous, dominating, independent? _____

3. Is a male or female described by: sensitive, ambitious, athletic, intuitive? _____

4. What is a stereotype? _____

_____

5. What is a sex stereotype? _____

_____

6. Which of the words you circled is based on the way you have stereotyped yourself? _____

_____

7. Which of the words you circled is based on the way someone else has stereotyped you? _____

8. Which of the words you circled is not at all based on stereotype? _____

_____

SELF-IMAGE

SELF-APPRECIATION

ASSIGNMENT SHEET #2 - WHO AM I? CONTRASTING DEFINITIONS

PART A

1. Personal definition of me - My self-worth is established because I am a special person. No other person in the world has the exact physical makeup which I have.* My fingerprints, footprints, palm, and handwriting identify me, and me alone. Therefore, I am different from everybody else and can make a contribution to myself and to the world which no other person can make.

   This definition is a physical fact based on evidence inside me. I am a person who is different from all other persons.

   This is a genuine, true definition within my control. This definition will always belong to me alone.

2. Social definition of me - My self-worth is determined by my relationship to someone else--being a wife or mother, for example. This is a stereotyped, social definition outside of my control.

   This definition is based on attitudes outside me, attitudes over which I have little control.

   This definition can make me feel partially destroyed, if, for example, I lose my husband or my children leave home.

Worth thinking about: You are the one who defines you. Wouldn't you prefer a definition which you can control and which will always belong to you because it is based on you, not on your relationship to another person or persons?

---

*Idea contributed and used with the permission of Shirley Porter, Adult Services Assistant, Carnegie Library, Shawnee, Oklahoma.

PART B

Complete the following exercise.

1. What pleases me about my body:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. What others say should please me about my body:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

PART C

Complete the following exercise.

1. Physical attributes which I can change if I don't like them:

_____

_____

_____

_____

2. Physical attributes which I cannot change:

_____

_____

_____

3. To what extent is my self-image based on other persons' definitions or perceptions of me? _____

_____

4. Are other persons' opinions more important than my own? _____

PART D

Small-group discussions. Share the ideas expressed above in groups of three.

PART E

Class discussion. Each group will share with the class the group ideas about:

1. Bodily attributes which can be changed versus bodily attributes which cannot be changed (but can be accepted through acceptance of a personal standard of beauty instead of a commercial/social standard of beauty).

2. Commercial definitions of beauty versus what is attractive to each student.

SELF-IMAGE

SELF-APPRECIATION

ASSIGNMENT SHEET #3 - BODY CONSCIOUSNESS:
STRESS REDUCTION THROUGH EXERCISE

PART A

Exercise is one of the best "tranquilizers" possible. As a tension reliever, exercise is much safer and less expensive than pills, alcohol, or excessive food.

Share your ideas in a class discussion about methods of relieving tension and stress through exercise.

Weight lifting?

Riding a bicycle?

Dancing (what kind? when? where?)

A self-defense class?

Yoga?

Judo?

Jogging?

Volleyball?

Swimming?

Racquetball?

Walking?

Gardening?

Softball?

Share information about local exercise groups/classes; good places and times to walk, bicycle, etc.

Demonstrate special exercises which have helped you.

PART B

Practice deep muscle relaxation according to the following instructions.

Loosen tight clothing, relax in your chair, and:

Muscle	Tensing Method*
Forehead	Wrinkle forehead. Try to make your eyebrows touch your hairline for five seconds. Relax.
Eyes and nose	Close your eyes as tightly as you can for five seconds. Relax.
Lips, cheeks, and jaw	Draw corners of your mouth back and grimace for five seconds. Relax. Feel the calmness and warmth in your face.
Hands	Extend arms in front of you, clench fists tightly for five seconds. Relax, and feel the warmth and calmness in your hands.
Forearms	Extend arms out against an invisible wall and push forward with hands for five seconds. Relax.
Upper arms	Bend elbows. Tense biceps for five seconds. Relax, and feel the tension leave your arms.
Shoulders	Shrug shoulders up to your ears for five seconds. Relax.
Back	Tighten back muscles, your chest, and muscles under your armpits for five seconds. Relax.
Stomach	Tighten your stomach muscles for five seconds. Relax.
Hips, buttocks	Tighten buttocks for five seconds. Relax.
Thighs	Tighten thigh muscles by pressing legs together as tightly as you can for five seconds. Relax.
Feet	Bend ankles toward your body as far as you can for five seconds. Relax.
Toes	Curl toes under as tightly as you can for five seconds. Relax.

---

*Adapted from Stanlee Phelps and Nancy Austin, "Training Yourself in Deep Muscle Relaxation," The Assertive Woman (San Luis Obispo, Calif.: Impact Publishers, 1975), and reprinted by permission of the publisher. Further reproduction expressly prohibited.

SELF-IMAGE

SELF-APPRECIATION

ASSIGNMENT SHEET #4 - BODY CONSCIOUSNESS:

STRESS REDUCTION THROUGH INVOLVEMENT

You have been told in various ways throughout your life to sit back, wait to be called or chosen, be passive and patient, and let others seek you out. This attitude of "learned helplessness" makes coping with loneliness very difficult.

PART A

Instead of "sitting back" in stressful loneliness, complete the following exercise; then share your ideas with classmates about possible ways to reduce or eliminate loneliness.

Eliminate the "wait to be chosen" loneliness trap in some of the following ways:

1. Determine your loneliest times (dusk? holidays? Sundays?) and plan ahead to fill these times with activity: call a friend, mow the lawn, watch the news, take a course in auto repair or cabinetmaking, go walking, take a piano lesson, give a knitting lesson, build some bookshelves or whatnot shelves, exercise, etc. Invite guests or go places on Sundays and holidays.

2. Join an organization (anything from bird watchers to the Gray Panthers); then invite someone for coffee after the meeting.

3. Do volunteer work. For example, if you go door-to-door campaigning for your favorite candidate, you will be amazed to learn that your neighborhood is full of lonely people who are eager for a few minutes of your time.

4. Go to the library. Get interested and pursue some fascinating subject.

5. Go to the local "Y" or community center for yoga lessons or other activities.

6. Organize a neighborhood exercise group.

7. Invite a friend in your neighborhood over for pancakes (lonely people are all around you).

8. _____
(Your suggestions. Be specific, based on your knowledge of the community).

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

To what extent do these activities call for a re-examination of your self-image as a passive person?_____

_____

_____

PART B

Cherish your friend.

Tell a friend with words how much you value her/his friendship. Write out what you will say to her/him:_____

_____

_____

PART C

Cherish yourself (often!).

Don't sit back and wait to be recognized or praised. Dwell on and relish your most recent accomplishment of which you are proud. Tell yourself why you are proud:_____

_____

_____

SELF-IMAGE

SELF-APPRECIATION

ASSIGNMENT SHEET #5 - I AM . . .

Proceed around the circle of students (or around the classroom, if students are not seated in a circle) until everyone has responded by completing the statement:

I'm proud that three of the words I circled to describe myself

are _____, _____, and _____.

SELF-IMAGE

SELF-APPRECIATION

UNIT TEST

Name _____ Score _____

Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____ a. A physical attribute which I cannot change

_____ b. A definition of self based on one's unique biological makeup

_____ c. A definition of self based on one's relationship to another person

_____ d. A definition of self based on the products one uses on the body

_____ e. A physical attribute which I can change

_____ f. An effective technique for stress relief

_____ g. A product often used but not recommended for relief of stress

_____ h. A valuable (sometimes overlooked) source of assistance and support

_____ i. A sex stereotype

_____ j. What you think about yourself

1. Personal definition
2. Social definition
3. Height
4. Alcohol
5. Commercial definition
6. Body weight
7. Self-image
8. Deep muscle-relaxation exercise
9. Friends, especially other women
10. "Men act; women react"

Instructor

SELF-IMAGE

SELF-APPRECIATION

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

(100 points)

a. 3

b. 1

c. 2

d. 5

e. 6

f. 8

g. 4

h. 9

i. 10

j. 7

SELF-IMAGE

SELF-APPRECIATION

SURVEY

1. What in this unit was most helpful to you? _____

   _____

   Why? _____

2. What in this unit was least helpful to you? _____

   _____

   Why? _____

3. If you were the teacher, what would you add to this unit? _____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you? _____

   _____

   _____

5. How could classmates be more helpful? _____

   _____

6. How could the teacher be more helpful? _____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific. _____

   _____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not. _____

   _____

   _____

   _____

   _____

UNIT 2: VALUES CLARIFICATION

SELF-IMAGE

VALUES CLARIFICATION

UNIT OBJECTIVE

After completing this unit, the student should be able to make a personal assessment of individual values as a result of experiencing the values clarification process. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Define "values" and explore what values are.
2. Comprehend the advantages of making conscious decisions based on an understanding of one's own values.
3. Identify individual values on which decisions should be made.
4. Be proud enough of one's basic values to share these values with classmates.
5. Relate individual values to potential employment opportunities.
6. Understand that values change and that values clarification is an ongoing process.
7. Recognize the complexity of controversial issues which influence values.
8. Respect classmates' values, even though these values may differ from one's own.
9. Experience increased self-esteem based on the knowledge that one can make deliberate choices founded on individual values.
10. Interact more effectively with individual classmates and with groups.

SELF-IMAGE

VALUES CLARIFICATION

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.

2. Provide student with information and assignment sheets.

3. Discuss unit and specific objectives:

   - Caution and clarification: This unit is designed to help students analyze and acknowledge their basic values. The resulting awareness of what their basic values are will, we hope, assist the students in making value-related decisions with which they can live comfortably. Keep the classroom atmosphere pleasant and relaxed. Values clarification, not values judgment, will be taking place. Avoid letting the students dwell on individual values to the point of psychological probing which you are not equipped to handle. Finally, you can best avoid group "psychotherapy" by keeping the assignments lively and the students active.

4. Discuss information and assignment sheets.

5. Prepare students for Assignment Sheet #4, "A New Civilization: An Exercise in Values Clarification:"

   a. Choose new trios for group work.

      - Ask each group to number its members 1 - 2 - 3.
      - Ask all the "1's" to become part of another group.
      - Then ask the "3's" to become part of another group (but not the group to which their former "1" member went).

      Each "2" will then have two new group members with whom to work.

      Change the group composition regularly so that cliques will not form.

   b. During classroom discussion following the "A New Civilization" exercise, ask:

      - What did your choices indicate about your values? (Keep asking "Why did you choose _____ rather than someone else?).
      - Did you learn anything new about your values?

- How did you interact in your group:

  Lead?

  Follow?

  Give in?

  Stand firm?

  Listen attentively?

  Keep the group from reaching a decision?

  Assist the group in reaching a decision?

  (Note: It is hoped that during the "A New Civilization" exercise, students will view the displaced homemaker as a valuable person, with wide-ranging skills based on years of experience.)

c. Regarding questions 9 and 10, Part C, Assignment Sheet #4, lead the students to see the value of their experience as homemakers. For example, treat their home and community volunteer activities as if they were paid work experience. As a result, a displaced homemaker might have the following heretofore unrecognized skills:

   Fund raising

   Public speaking

   Organization
   - Planning, arranging, coordinating special events in school, church, or other community organizations

   Administration
   - Managing an office
   - Scheduling time
   - Setting priorities
   - Serving as the coordinator for various community projects

   Public relations
   - Writing the club's newsletter
   - Working with community members and the media
   - Negotiating prices and contracting for services
   - Working in political campaigns

   Money management
   - Being a purchasing agent
   - Analyzing budgets

6. In preparation for Assignment Sheet #5, "Ladder of Merit: Acknowledging Value Choices," draw (on the chalkboard or floor) an enormous ladder with seven rungs. These rungs should be widely spaced and large enough for several students to stand within the rung area. Or place huge pieces of paper (to represent each rung) around the room.

Instructor

7. During the follow-up discussion of Assignment Sheet #7, "A Modern Story about Values Clarification," ask:
   - What is so bad about the worst character?
   - Can you think of someone with characteristics just the opposite of those possessed by the worst character?
   - Who is it? Discuss the characteristics.
   - Would you like to be like the person just described? Why or why not?
8. Administer unit test.
9. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - Purse or Pocket Search for Values
   - Assignment Sheet #2 - Values Analysis
   - Assignment Sheet #3 - "I Prefer" Exercise and Follow-Up about Job-Related Values
   - Assignment Sheet #4 - A New Civilization: An Exercise in Values Clarification
   - Assignment Sheet #5 - Ladder of Merit: Acknowledging Value Choices
   - Assignment Sheet #6 - Either/Or Choices
   - Assignment Sheet #7 - A Modern Story about Values Clarification
4. Unit test
5. Answers to test
6. Survey

UNIT REFERENCES:

Kirschenbaum, Howard. Advanced Value Clarification. La Jolla, Calif.: University Associates, 1977.

Simon, Sidney B. and Howard Kirschenbaum. Readings in Value Clarification. Minneapolis: Winston Press Inc., 1973.

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Smith, Maury. A Practical Guide to Value Clarification. La Jolla, Calif.: University Associates, 1977.

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Hall, B. and Maury Smith. Value Clarification as Learning Process: A Handbook for Christian Educators. New York: Paulist Press, 1974.

Paulson, Wayne. Deciding for Myself: A Values Clarification Series. Minneapolis: Winston Press, 1974.

Sawatzky, Joyce. Vocational Home Economics Education, Family Living. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1978.

Simon, S. B. Meeting Yourself Halfway. Niles, Ill.: Argus Communications, 1974.

Simon, S. B. and J. Clark. Beginning Values Clarification: A Guide for the Use of Values Clarification in the Classroom. San Diego: Calif.: Pennant Press, 1975.

Simon, S. B., R. Hawley; and D. Britton. Composition for Personal Growth: Values Clarification through Writing. Amherst, Mass.: Education Research Associates, 1971. Also, New York: Hart Publishing, 1973.

SELF-IMAGE

VALUES CLARIFICATION

INFORMATION SHEET

TERMS AND DEFINITIONS

Values - Personal beliefs which indicate to each person what is desirable and worthwhile.

Values clarification - The process which enables individuals to consciously discover their own values.

PURPOSE OF CLARIFYING ONE'S VALUES

1. To keep life-directing decisions from being based on impulse, pressure, emotion, or a relative's or friend's advice instead of on the values by which you live.

2. To help you experience values clarification as the preliminary step in making effective decisions.

   (Note: After you determine what your basic values are, you can begin making deliberate choices based on your conscious values.)

3. To produce within you the secure feeling that you have established a pattern of matching decisions with values in your effort to direct and stabilize your life.

4. To give you a pattern (of matching decisions with values) for use throughout the years because values do change; therefore, values clarification is an ongoing process.

   (Note about changing values: Be aware when you are completing Assignment Sheet #3, "'I Prefer' Exercise and Follow-Up about Job-Related Values," that your values and answers could change right away. For example, when you first begin working, money might be your most important consideration. However, as you gain experience, confidence, and competence, you might value acquiring new skills more than money. Changing your values is fine, so long as you are able to match your new decisions with your new values.)

SELF-IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #1 - PURSE OR POCKET SEARCH FOR VALUES

1. You have five minutes to search through your purse or wallet and find the the item which you value most.

2. Be prepared when the instructor calls on you to share this valued item with classmates and explain why the item is so valuable to you.

3. After each class member has spoken, you are free to walk around the room for a closer look at valuable items (some may be small photographs). While you are walking around the room, choose two other persons and form a group of three. Your choice of group members should be based on shared "value" items of interest, not on past acquaintances. (New groups will, it is hoped, be comprised of new acquaintances.)

4. When you get your group together, you are ready for the group discussion described in Assignment Sheet #2.

SELF-IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #2 - VALUES ANALYSIS

Fill in the blanks by listing the twelve things you like to do most plus one thing that is very special:

PART A — List activities below

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

_____ 6. _____

_____ 7. _____

_____ 8. _____

_____ 9. _____

_____ 10. _____

_____ 11. _____

_____ 12. _____

plus — The most special activity of all

_____ 1. _____

PART B

When you have finished your "baker's dozen" list:

1. Place (to the left of the number) a JR by any activity which is job related.
2. Place a 5 by any activity which you hope to enjoy five years from now.
3. Place a P by any activity which you consider to be very practical.

4. Place an R by any activity which produces results.

5. Place a W by any activity which you would let "the world" know about.

PART C

Describe yourself in one paragraph based on an analysis of the "baker's dozen" list. Transferring ideas to paper is an excellent way of:

1. clarifying ideas, issues, and values,

2. organizing thoughts (and ' ves!), and

3. reducing anxiety based on uncertainty and confusion.

Then, take turns sharing your paragraph with the two other members of your group.

Finally, share with your classmates what you have learned about yourself when the instructor calls for "I learned" statements.

SELF IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #3 - "I PREFER" EXERCISE AND FOLLOW-UP ABOUT JOB-RELATED VALUES

PART A

Rank your preferences 1 - 2 - 3 for your first, second, and third choices for each group of "I prefer" statements below:

I prefer
_____working alone.
_____working with one other person.
_____working in a group.

Most important to me in a job is
_____the amount of my pay.
_____the service I can render.
_____job status.

The best supervisor
_____is always around.
_____instructs, then leaves.
_____delegates responsibility to me.

I prefer a job which is
_____greasy (or dirty) and hard work with high pay.
_____clean and easy work with low pay.
_____clean and hard work with moderate pay.

I prefer a job which is
_____somewhat dangerous with high pay.
_____safe with low pay.
_____important with low pay.

I prefer a job which is
_____traditional and difficult with medium pay.
_____traditional and easy with low pay.
_____non-traditional (machine operator, etc.) with high pay.

If I had $100 left over after paying bills, I would
_____spend most of it on recreation or other items essential to my happiness.
_____save/invest most of it.
_____spend half, save/invest half.

I am most interested in
_____primarily using the skills I acquired while running a home.
_____acquiring new job skills.
_____combining the skills I already have with new ones and using both on the job.

I prefer

_____ to be with people most of the time.
_____ to be alone most of the time
_____ to divide my time between being with people and being alone.

I think that running a home

_____ has enabled me to develop a few skills.
_____ has not enabled me to develop any skills.
_____ has equipped me with a number of valuable skills.

On a free afternoon, I would prefer

_____ attending a meeting about equal job opportunities
_____ being alone to do as I wish.
_____ visiting with friends or family.

People who file sex discrimination complaints or lawsuits are

_____ working only on their own behalf.
_____ doing work which benefits others.
_____ troublemakers.

What I value most is

_____ money.
_____ personal freedom.
_____ what others think.
_____ knowledge.
_____ love.
_____ sensitivity.

I should write my representative in the U.S. Congress

_____ about how getting a good job is a displaced homemaker's personal problem to be worked out individually.
_____ about an issue on which she/he will be voting.
_____ about how a displaced homemaker's problem of getting a good job is the social concern of everybody.

I should write a letter to the editor

_____ about something happening in the state legislature.
_____ about the law(s) and the displaced homemaker.
_____ about some important personal insight which I have acquired and wish to share.

I get rid of distress (anger, frustration, hostility)

_____ by suffering in silence or "swallowing" the distress.
_____ by expressing my anger with words or by taking other action.
_____ by crying.

I would most like to improve

_____ my willingness to value my abilities.
_____ my job skills.
_____ my social life.

The best place for our elders is

_____ in their own homes.
_____ with their children.
_____ in nursing homes.
_____ in a retirement village.

What I would most prefer from a job is	_____ the opportunity to produce results. _____ the opportunity for service. _____ the pay. _____ a sense of accomplishment.
What I would value most about my job is	_____ the status. _____ the quality of the work involved. _____ the pay.
I prefer to compete with	_____ a woman. _____ a man. _____ either one. _____ neither one.
I would prefer	_____ working for a large business. _____ owning my own business. _____ working for a small business.
I am most concerned about	_____ finances _____ old age. _____ loneliness.
The person I find most objectionable is	_____ a spendthrift. _____ a sloppy housekeeper. _____ a non-stop talker.
I need money primarily for	_____ extras. _____ survival purposes. _____ luxuries.
Concerning work on a legal holiday, I would	_____ work, if necessary. _____ surely not work. _____ consider working.
I would be least apt to	_____ write a letter of protest. _____ help organize a demonstration for publicizing age discrimination in employment. _____ join a sit-in.
I am most concerned about	_____ what others think. _____ my personal satisfaction. _____ what my family thinks.
After work, I am primarily interested in	_____ social or family activities. _____ being alone. _____ additional work or training to advance myself on the job.

PART B

Next, think about your answers to the "I Prefer" exercise, and then write a paragraph describing the kind of job which would most nearly fit your value system as evidenced by your answers to the "I Prefer" exercise.

In what field or trade would this ideal job for you fit?

Would this job be a 60-, 40-, or 20-hours-per-week job?

a clean/dirty, traditional/non-traditional, or high-paying/low-paying job?

an all-consuming responsibility, a way to earn the rent money, or something in between?

a position which requires exercising authority or being submissive?

A job which leaves you with lots of free time or one which keeps you busy with overtime assignments or homework?

PART C

When you have completed your paragraph, take turns sharing the content with the two other members of your group.

PART D

Finally, volunteer with an "I learned" statement when the instructor calls for volunteers. We hope you will want to share the exciting new insights which you gained from the "I prefer" activities.

SELF-IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #4 - A NEW CIVILIZATION: AN EXERCISE IN VALUES CLARIFICATION

PART A

Your group has one-half hour to agree upon which six persons will survive the holocaust described below:

Because of technical errors which set off cataclysmic chain reactions during the final World War, the earth is being destroyed in a great holocaust. However, on one spot of earth, a spaceship is equipped for flight to a planet known to be able to sustain life.

The only known survivors of the holocaust are ten persons who are clamoring to get on board the spaceship. However, space, oxygen, and food supplies will accommodate only six people. Your group must choose these six people based on their survival skills and ability to contribute to the new civilization on another planet.

The ten survivors of the holocaust will be:

1. A U.S. Senator, 59 years old
2. A 19-year-old unmarried, pregnant woman
3. A Black third-year medical student
4. A 30-year-old rabbi
5. A displaced homemaker with twenty-five years' experience running a home
6. A mayor of a small town in southern Oklahoma
7. A 30-year-old tool-and-die maker
8. A 23-year-old female schoolteacher
9. A 55-year-old retired plumber
10. A 25-year-old ex-baseball player

PART B

Participate in a class discussion regarding each group's choice of persons targeted for survival.

PART C

Answer the following questions regarding the "A New Civilization" exercise.

I feel proud that:

1. I took a risk by _____
2. I made myself happy by _____
3. I showed courage by _____
4. I took action by _____
5. I used self-discipline by _____
6. In private, I _____
7. In public, I _____
8. Regarding learning, I _____
9. I have these homemaking skills _____

   _____

10. These homemaking skills I have are transferable to the following employment opportunities: _____

    _____

Now share these answers with the members of your group.

PART D

Be prepared with an "I wonder" statement when the instructor calls for volunteers to express their puzzlements.

SELF-IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #5 - LADDER OF MERIT: ACKNOWLEDGING VALUE CHOICES

PART A

Rank the most acceptable/attractive person as No. 1 by listing that person's key word(s) on rung No. 1 of the ladder at left. Rank the second most acceptable/attractive person as No. 2, the least acceptable/attractive as No. 7, etc.

Rung	Key Word	Description
No. 1	Male homemaker	A man who stays home with the children so that his wife can pursue her career
No. 2	Sacrificing mother	A self-sacrificing homemaker who always gives to her family but never expects anything in return
No. 3	Construction crew	A construction crew that laughed because a woman applied for a job as laborer
No. 4	Couple	A homosexual couple who insist on a marriage contract which is renewable every year
No. 5	Feminist	A feminist who lost her job because she questioned a company's illegal employment practices
No. 6	Administrator	An efficient administrator who reduced fringe benefits going to employees by hiring twice as many half-time employees
No. 7	Parent	A parent who forced the children to clean up their plates even after the children began to vomit

LADDER OF MERIT

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PART B

After you complete this exercise, the instructor will ask you to acknowledge your choice by standing on the appropriate rung of a huge ladder (which the instructor has provided) when the instructor asks, "Where do you stand regarding the sacrificing mother?" etc. This public comparison of your choices with those of your classmates should be both surprising and fun.

PART C

Discuss with your instructor and classmates what you learned about your values during this exercise.

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SELF-IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #6 - EITHER/OR CHOICES

PART A

Choose the descriptive word or phrase which more nearly describes you in each of the either/or examples below. After you finish, the instructor will call out each pair of descriptive words or phrases and ask everyone who chose the same work or phrase to gather as a group. Group members will then compare ideas as to why each person chose the particular descriptive word or phrase. This procedure will be repeated throughout all eight pairs of descriptive words or phrases.

_____ 1. The yellow brick road or a silvery jet trail

_____ 2. Firefly or firecracker

_____ 3. A measuring cup or bread knife

_____ 4. A snow-white daisy or a red-red rose

_____ 5. A filmy dress or a heavy coat

_____ 6. An economy car or a luxury car

_____ 7. The keynote speaker or a responsive listener

_____ 8. Silence or music

PART B

Describe yourself in writing based on the choices which you have just made.

PART C

Share the results of your paragraph with the class, and don't be modest!

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SELF-IMAGE

VALUES CLARIFICATION

ASSIGNMENT SHEET #7 - A MODERN STORY ABOUT VALUES CLARIFICATION

PART A

First, privately rank the five characters in the following story from best (No. 1) to worst (No. 5) according to your values. Then, defend your choices in a small-group discussion. Your group will have one-half hour to reach group agreement regarding the rankings.

An older woman alone (whether from her husband's death or from divorce, we do not know) was without income, even for food. She was caught taking bread at a large chain store by an amorous security guard who agreed to release her if she would spend the night with him. She accepted the security guard's offer.

To avoid future trouble, she accepted a previous offer from an older man, who was also alone, to share his home (but not his heart) with her. After she had lived with the older man for one month, she told him about the episode with the security guard. In disgust, the older man called her unbelievable names and evicted her forcibly from his home.

She appealed for help to the next-door neighbor, for whom she had cooked dinner several times during the neighbor's recent illness; but the neighbor (while closing the door) told her that interfering with other people's affairs was "bad business."

Next, the older woman appealed to the youthful neighborhood bully, who severely beat the older man and the security guard while the older woman, in both cases, watched in satisfaction.

Nos. 1-5	Characters
_____	Older woman
_____	Amorous security guard
_____	Older man
_____	Neighbor
_____	Youthful neighborhood bully

PART B

Your instructor will conduct a class discussion regarding your choices.

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Be prepared to comment on the following ideas:

1. Are there absolute values (honesty at all times; sexual activity confined only to marriage) which should never be departed from?

2. Degrees of deception. Which is worse: (a) theft motivated by need (older woman) or (b) dishonoring a position of trust (security guard)? Why?

3. Theft results in a night spent with the security guard; telling the truth results in getting kicked out of the house. What do these results tell you about cause-effect relationships?

4. Who is the character most involved with other people? The most uninvolved character? Classify the characters according to their degree of involvement with other people. Then classify the characters from the one you like best to the one you like least. How do you feel about the involvement?

SELF-IMAGE

VALUES CLARIFICATION

UNIT TEST

Name _____ Score _____

1. Fill in the blanks.

   a. Personal beliefs which indicate to each person what is desirable and worthwhile are called _____.

   b. The process which enables individuals to consciously discover their own values is called _____.

   c. According to the emphasis in this unit, decisions should be made based on an understanding of one's _____.

2. The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left of each statement.

   _____ a. One reason for the "Purse or Pocket Search" exercise was to give me an opportunity to explore my values.

   _____ b. In listing the twelve activities I enjoy most, plus one additional very special activity, I became more aware of my values.

   _____ c. The "I Prefer" exercise helped me relate my values to possible jobs which would be suitable for me.

   _____ d. In the "A New Civilization" exercise, a displaced homemaker was listed among the only known survivors on the planet earth.

   _____ e. The "Ladder of Choice" exercise helped me share my values with classmates.

   _____ f. The "Either/Or" exercise helped me to evaluate myself.

   _____ g. A security guard, an older man, a neighbor, a bully, and a legal secretary were the characters in the "A Modern Story" exercise.

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Instructor

SELF-IMAGE

VALUES CLARIFICATION

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.

Because this unit contains subjective material which does not lend itself to objective testing, a portion of this test is a student opinion survey.)

1. (30 points)

   a. values

   b. values clarification

   c. values

2. (70 points)

   a. T

   b. T

   c. T

   d. T

   e. T

   f. T

   g. F

SELF-IMAGE

VALUES CLARIFICATION

SURVEY

1. What in this unit was most helpful to you? _____

   _____

   Why? _____

2. What in this unit was least helpful to you? _____

   _____

   Why? _____

3. If you were the teacher, what would you add to this unit? _____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you? _____

   _____

   _____

5. How could the classmates be more helpful? _____

   _____

6. How could the teacher be more helpful? _____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific. _____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not. _____

   _____

   _____

   _____

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UNIT 3: DECISION MAKING AND PRACTICAL PROBLEM SOLVING

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

UNIT OBJECTIVE

After completing this unit, the student should be more knowledgeable about the problem-solving technique of role playing and about the seven-step problem-solving procedure. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Name in order the steps in problem solving.
2. Discuss the purpose of role playing.
3. Participate knowledgeably in role-playing exercises.
4. Examine personal attitudes about the role of women.
5. Distinguish between the terms "stereotype" and "sex stereotype."
6. Appreciate the points of view of persons with ideas which are different from one's own.
7. Begin thinking about choosing a vocational-technical training focus.
8. Participate in group discussions.
9. Apply the seven-step problem-solving procedure to personal problems.

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.
2. Provide student with information and assignment sheets.
3. Discuss unit and specific objectives.
4. Discuss information sheet.
5. Discuss and carry out activities listed on assignment sheets.
6. Assist students with completion of Assignment Sheet #2, "Steps in Problem Solving Which Lead to Deliberate Decisions." Possible answers to the problem-solving exercise follow:

   - How did Ellen Smith become aware that she had a problem?

     When she became a displaced homemaker without job skills, paid work experience, income, etc.

   - Define Ellen Smith's problem. Smith is asking "How do I replace my former role of full-time homemaker with a new and interesting role and at the same time make an adequate living?" Note that Smith has a problem more basic than whether or not to take machine-shop training.

   - List possible solutions (see chart on next page).

   - Analyze possible solutions (see chart on next page).

     The chart on the next page provides some possible solutions and an analysis of each solution. The chart is a suggestion only, which you can expand, modify, or rewrite. This chart and/or the one you prepare will serve as reference material to give you the security of having completed the exercise in advance of the classroom presentation. The possible solutions and analyses suggested by your students may be different from the answers on this chart; therefore, emphasis should remain throughout this activity on the problem-solving process (the steps taken in solving almost any problem).

SELF-IMAGE

POSSIBLE SOLUTIONS TO PROBLEM-SOLVING EXERCISE

POSSIBLE SOLUTION	ADVANTAGES	DISADVANTAGES	OBSTACLES TO BE OVERCOME	OBSTACLES INSURMOUNTABLE*
1. Start own business				-Inadequate financial resources
2. Go to college	-Facilities for aptitude testing			-No financial resources -Unwillingness to pursue grant
3. Go to vo-tech school	-Short-term, inexpensive training -Facilities for aptitude testing -Good job opportunities			
4. Start looking for job	-Relief of anxiety by immediate action	-No paid work experience -No "marketable" skills -No knowledge of employment-search procedures	-Sex, age, and race discrimination practices in some places of employment	
5. Purchase an on-going business				-Inadequate financial resources
6. Go to an employment counselor to determine if additional options exist	(Note: Ellen Smith did go to an employment counselor and found that she: a. has no additional viable options, and b. has an aptitude for secretarial work, social service, nursing, machine operation, and mechanics.)			

*Obstacles insurmountable are those which Ellen Smith is either unable or unwilling to overcome.

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Instructor

- Choose the best solution. The choice is up to Ellen. Going to vocational-technical school appears to be the solution with the fewest disadvantages and obstacles.
- Put the choice into action. Ellen Smith went to the local vocational-technical school to enroll but still needs help in determining whether or not to enroll in machine-shop training. That's why she is in your class.
- Set a future date to re-evaluate the choice. Answers will be individual.

7. Administer unit test.
8. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - Role Playing in Order to Solve Problems
   - Assignment Sheet #2 - Steps in Problem Solving Which Lead to Deliberate Decisions
4. Unit test
5. Answers to test
6. Survey

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SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

INFORMATION SHEET

TERMS AND DEFINITIONS

Stereotype - A fixed idea about how everyone within a group of people looks, acts, etc. For example, a race of people and older people often become stereotyped.

Sex stereotype - A fixed idea about how women/girls as a group and men/boys as a group look, act, etc.

Role playing - A problem-solving technique whereby individuals assume various parts or characters in order to act out real-life problems.

FORMAL STEPS IN PROBLEM SOLVING

Becoming aware that there is a problem

Defining the problem

Listing the possible solutions

Analyzing the possible solutions

Choosing the best solution

Putting the choice into action

Setting a future date to re-evaluate the choice and to consider other alternatives if the present "solution" is not working

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

ASSIGNMENT SHEET #1 - ROLE PLAYING

PLOT

Ellen Smith has recently become a displaced homemaker, through either divorce or the death of her husband, with whom she lived and worked as a full-time homemaker for thirty years.* Ellen has heard that a new semester is beginning at the vocational-technical school in town, and she is talking in her living room with her son, daughter-in-law, and best friend about enrolling in the school's machine-shop training course. This training, she says, will enable her to operate some of the machines used in nearby industrial and manufacturing plants. The persons involved in the discussion and their attitudes are:

Ellen Smith - She wants to take machine-shop training in vocational-technical school but is experiencing some doubt because she may be the only older woman in the class.

John Smith - Ellen's 28-year-old son is genuinely concerned that his mother will get hurt, both physically on the machines and emotionally by her younger classmates.

Jane Smith - Ellen's daughter-in-law is a feminist who thinks her mother-in-law is a courageous pioneer in establishing new roles for women.

Mary Jones - Ellen's best friend is horrified at such undignified behavior.

INSTRUCTIONS FOR THE ROLE PLAYERS

Thank you for volunteering to play this role. Think of this exercise not as a game, but as a real-life situation. Assume what you think would be the attitudes and feelings of the person you are representing. Let those feelings and attitudes develop naturally with whatever transpires among the other role players. Don't exaggerate; just be sincere. Try to help resolve the problem.

INSTRUCTIONS FOR THE OBSERVERS

The analysis of what goes on among the role players is just as important as the role playing. Watch carefully and listen to all the opinions, whether or not you agree. Take notes, as self-reminders for the discussion to follow. Notice especially who are the most and the least helpful persons in resolving the problem. What methods are used to solve the problem? Think about the motives influencing each person's words and actions.

---

*Disability of a spouse also creates a displaced homemaker status.

CLASS DISCUSSION OF ROLE PLAYING

Emphasis should remain on analysis of the role-playing situation and not on dramatic skills or acting ability.

1. Which player offered the most constructive solution?_____

   Why?_____

   How?_____

2. Did anyone try to block a satisfactory resolution?_____

   Why?_____

   How?_____

3. Were any statements/actions based on stereotyping according to sex?

   _____

4. What standards should be established for solution? Should the group compromise in some way? Should Ellen's decision prevail? Should John have the final word?_____

   _____

5. What are the possible courses of action open to Ellen?_____

   _____

   _____

6. Could you appreciate the points of view of the players with whom you disagree? If not, why not? If so, why?_____

   _____

7. How does each of you who were role players feel about your part in the role playing?_____

8. Has anyone been involved in private discussions similar to this one? Explain. How did you respond? What happened as a result?_____

   _____

9. How could sex-role stereotyping affect the outcome of Ellen's problem-solving efforts?_____

   _____

10. How could sex-role stereotyping affect the outcome of other women's employment-related problems?_____

_____

11. What could be the consequences regarding future jobs for Ellen?

_____

12. What has been your experience during the past week with sex-role stereotyping? Cite examples from conversations, television, newspapers, etc._____

_____

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

ASSIGNMENT SHEET #2 - STEPS IN PROBLEM SOLVING
WHICH LEAD TO DELIBERATE DECISIONS

Can we as a group analyze Ellen Smith's problem about vocational choice in a more formal manner? Let's go through the formal steps of problem solving and find out. These steps are:

1. Becoming aware that there is a problem
2. Defining the problem
3. Listing the possible solutions
4. Analyzing the possible solutions
5. Choosing the best solution (only the person with the problem should make this choice)
6. Putting the choice into action
7. Setting a future date to re-evaluate the choice

1. How did Ellen Smith become aware that she had a problem?_____

_____

_____

_____

2. Define Ellen Smith's problem_____

3. List possible solutions (see chart on next page).

4. Analyze possible solutions (see chart on next page).

POSSIBLE SOLUTIONS TO PROBLEM-SOLVING EXERCISE

POSSIBLE SOLUTION	ADVANTAGES	DISADVANTAGES	OBSTACLES TO BE OVERCOME	OBSTACLES INSURMOUNTABLE*

*Obstacles insurmountable are those which Ellen Smith is either unwilling or unable to overcome.

5. Choose the best solution. (Group members will help Ellen Smith clarify alternatives regarding her decision about vocational choice; however, group members must <u>not</u> give advice or make the decision for Ellen, who has the privilege and responsibility to make her own choices.)_____

_____

6. Put the choice into action. (Ellen Smith's responsibility!)_____

_____

_____

7. Set a future data to re-evaluate the choice._____

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

UNIT TEST

NAME_____ SCORE_____

1. Fill in the blanks in the following list of problem-solving steps:

   a. Becoming _____ that there is a problem

   b. _____ the problem

   c. Listing the possible _____

   d. Analyzing the possible _____

   e. Choosing the _____ solution

   f. Putting the choice into _____

   g. Setting a future date to _____ the choice

2. Match the terms of the right to the correct statements on the left by placing the appropriate number in the blanks provided. Use each answer only once.

   _____a. A fixed idea about how all older people behave

   _____b. A problem-solving technique designed to act out real-life problems

   _____c. A fixed idea about how women/girls as a group and men/boys as a group look, act, etc.

   _____d. Going through the steps of problem solving will help one develop this

   1. Role playing
   2. Stereotype
   3. Self-awareness
   4. Sex stereotype
   5. Feedback
   6. Brainstorming

3. The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left of each statement.

   _____a. Role playing could help observers appreciate someone else's point of view.

   _____b. Problem solving implies that one has a choice of possible solutions.

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_____c. People of various races are sometimes stereotyped.

_____d. Role players must actually agree with the ideas of the person they represent.

_____e. Role playing is only a game.

_____f. The primary purpose of role playing is to perfect acting skills.

_____g. Being stereotyped as older women could limit employment opportunities for displaced homemakers.

_____h. Only women and not men are subject to sex stereotyping.

_____i. Role playing should be used primarily as entertainment.

_____j. Those observing role playing may gain more insight into their own feelings and ideas.

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

ANSWERS TO TEST

(Note: it may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 105.)

1. (35 points)

   a. aware
   b. Defining
   c. solutions
   d. solutions
   e. best
   f. action
   g. re-evaluate

2. (20 points)

   a. 2
   b. 1
   c. 4
   d. 3

3. (50 points)

   a. T
   b. T
   c. T
   d. F
   e. F
   f. F
   g. T
   h. F
   i. F
   j. T

SELF-IMAGE

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

SURVEY

1. What in this unit was most helpful to you?_____

   Why?_____

2. What in this unit was least helpful to you?_____

   Why?_____

3. If you were the teacher, what would you add to this unit?_____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you?_____

5. How could the classmates be more helpful?_____

6. How could the teacher be more helpful?_____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific._____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not._____

UNIT 4: COMMUNICATIONS

SELF-IMAGE

COMMUNICATIONS

UNIT OBJECTIVE

After completing this unit, the student should possess improved communications skills in the areas of speaking (talking with oneself and with others), listening, and responding. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Help maintain the supportive atmosphere established for developing communications skills.
2. Speak with precision before a group.
3. Listen with understanding.
4. Respond to messages with sensitivity and skill through confirming feedback.
5. Improve working relationships with classmates through communications exchanges regarding shared problems and concerns.
6. Exercise more self-control by listening to a speaker's ideas and by providing feedback for confirmation without judging, questioning, etc.
7. Know about community resources from the "survival and support" information provided in classmates' speeches.
8. Have a wider range of solutions to problems from the information provided in classmates' dialogues.
9. Understand how "self-fulfilling prophecy" works.
10. Comprehend that moral and psychological security lies inside oneself more than in the outside world.
11. Deal more effectively with fear.
12. Establish better relationships with children, ex-spouse, old friends and new friends.

SELF-IM/ E

COMMUNICATIONS

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.

2. Provide student with information and assignment sheets.

3. Discuss unit and specific objectives.

4. Discuss information and assignment sheets.

5. Assist students with completion of Assignment Sheet #1, "Talking with Oneself/Fulfilling Prophecy."

   In Example 1, "Poor Little Sally," the "reward" for continuing the "poor-little-me" pattern is the security and safety of the known (familiar, predictable) behavior pattern. Sally will avoid the risk and responsibility of changing her behavior because she fears the results of unknown, untried behavior. If she continues to be the object of her own pity and other people's approval, her world will remain understandable and "stable." Untried behavior can be both unpredictable and frightening for insecure persons.

6. Assist students with completion of Assignment Sheet #2, "Talking with Oneself/The Mind Is Its Own Place." Possible answers to the example, "To Ask or to Remain Silent," are:

   - What is the "reward" for remaining silent? The security and safety of avoiding the risk of speaking out. See the answer at "5," directly above.
   - What is the "risk" of speaking out? Assuming the responsibility for understanding the information, which could lead to new skills, a changed life, etc. It would be less risky emotionally to remain silent, blame the teacher, blame the classmates, and fail the course.
   - What is the worst thing that could possibly happen if I spoke out? Probably disapproval from the teacher of the class. However, this disapproval can be readily turned aside when the

student learns that other people's opinions can hurt us only when we allow the hurt. Making other persons' opinions more important than our own is a mental attitude which can be changed.

- How likely is the "worst" to happen? The "worst" hardly ever happens. In this classroom example, several other students may be having the same difficulty and would appreciate having someone speak out. We tend to fantasize in the negative. Give personal examples of fantasizing negatively about the "worst" which never happened. Ask the students for personal examples. The author of this curriculum material thought she would be "ruined" for filing a class-action sex-discrimination complaint. However, she has received prestigious appointments to both state and national commissions concerned with sex discrimination.
- Could I handle the worst? The answer is up to the student. You can help the student shed an irrational fear.
- Am I making what I think to be someone else's opinion more important than my own in this situation? If so, why? The answer is up to each student.

7. Assist students with completion of Assignment Sheet #3, "Dealing with Fear."

Part A

- Of what specifically am I afraid? The answer is individual.
- How does this fear make me feel? The answer is individual.
- Am I really afraid of failure, or am I afraid of someone else's opinion if I fail? Probable answers: "I'll look stupid, silly, etc." "People (or a particular individual) will think I'm foolish, selfish, terribly, dumb..."

- If yes, whose opinion? Answer is individual.
- If yes, why should I allow someone else's opinion to be more important than my own opinion? Answer is individual.

- Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing--I'm scared to death"? Answer is individual.
- Am I allowing fear to help me avoid the responsibility of taking some kind of action? Answer is individual.
- What is the "reward" for my remaining fearful? The comfort of avoiding risk by remaining in an established, predictable pattern of living; the security of continuing to live in a familiar (understandable, manageable) environment; the avoidance of new situations which are unknown, hence feared.
- What is the cost of remaining fearful? Probable answers: a frustrating state of dependency (when there is no one on whom to depend), resulting in low self-esteem and severe financial problems.
- What are possible ways I can handle this fear? Answers are individual.

Part B:

- What is the worst thing that could happen if I put this alternative into action? Answer is individual. The student may discover that the "worst" is nothing more than wild imaginings resulting from fear incubation.
- How likely is the worst to happen? Not very likely, as your previous class discussions have already established (see "Suggested Activities" for Assignment Sheet #2).
- Could I handle the worst? Yes!

- What is the best thing that could happen if I put this alternative into action? An improved self-image, feelings of self-sufficiency, emotional security, financial independence.
- Could I handle the best? Yes.
- Am I ready to put this alternative into action? Answer is individual.

8. Administer unit test.
9. Administer ungraded feedback instrument (pp. 152-154).
10. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - Talking with Oneself/Self-Fulfilling Prophecy
   - Assignment Sheet #2 - Talking with Oneself/The Mind Is Its Own Place
   - Assignment Sheet #3 - Dealing with Fear
   - Assignment Sheet #4 - "I Can't"/"I Won't" Communications
   - Assignment Sheet #5 - Establishing New Relationships
   - Assignment Sheet #6 - Speaking, Listening, and Responding
4. Unit test
5. Answers to test
6. Ungraded feedback instrument

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SELF-IMAGE

COMMUNICATIONS

INFORMATION SHEET

TERMS AND DEFINITIONS

Communication - The exchange of information which occurs when an individual sends out a message and receives a response.

Self-fulling prophecy - The prediction of future success or failure based on present expectations.

"I can't" - I am unable to, because of some limitation outside of my control.

"I won't" - I choose not to.

Paraphrase - To restate another person's speech or writing, using different words which preserve the same meaning.

SELF-IMAGE

COMMUNICATIONS

ASSIGNMENT SHEET #1 - TALKING WITH ONESELF/SELF-FULFILLING PROPHECY

The idea of self-fulfilling prophecy is that you get in life whatever you expect to get. In other words, expecting either success or failure brings about the expected outcome. Your emotional well-being, then, depends on the kinds of expectations you choose for yourself. For example, if you think in terms of success, you will act out your thoughts in a positive way and succeed. If you think in terms of failure, you will focus on your weaknesses and, sure enough, fail.

EXAMPLE 1 - POOR LITTLE SALLY

Sally expects to be "poor little me," who is always taken advantage of, and she frequently is taken advantage of by other people. Sally is not aware that she can change this pattern. Some of the things she tells herself contribute to keeping her in this undesirable position. Below are some examples of Sally's messages to herself.

_____ It's generous and helpful to say yes and selfish to say no.

_____ I am responsible for other people's feelings.

_____ I am responsible for other people's opinions.

_____ I'll cause a scene if I make someone mad.

_____ I'll look stupid.

_____ I'll sound ignorant.

_____ I'll hurt someone's feelings.

_____ People will think I am foolish.

_____ People will think I'm terrible.

_____ I can't do that.

_____ People won't like me.

_____ I won't get a job.

_____ I'll lose my job.

Place an "X" before any of the ideas listed above which you have ever told yourself. What is the "reward" for "poor-little-me" behavior?

Discuss with your classmates and instructor the flaws in some of these messages to oneself. To see how Poor Little Sally's self-fulfilling prophecy is working, see the next page.

POOR LITTLE SALLY

As a result of Poor Little Sally's expectations, she spends her life serving others while giving little consideration to herself. She often thinks about the motto which controlled her mother's life: "Blessed are those who expect nothing; they shall not be disappointed."

At Home

At home Poor Little Sally overcommits herself. She is always cooking and cleaning up after someone, running errands for family members, and babysitting. She never has a minute for herself.

At Work

Poor Little Sally makes and carries coffee to everyone in her office. During her lunch hour, she runs errands for her co-workers. She would never think of asking for a raise, because of her attitude that women wait for the action; they don't initiate anything.

In Social Situations

Poor Little Sally waits for "Mr. Right" to come along, marry her, and replace the half of herself which she feels is missing. However, she feels that she is not smart or pretty enough to attract a man.

EXAMPLE 2 - ADMIRABLE ANN

Ann expects to be emotionally strong and effective and in control of her life. She will be just that by continuing to tell herself:

_____ Why should I choose to feel upset instead of calm just now?

_____ Why should I become miserable by letting other people control me through their opinions and beliefs?

_____ The past is gone. I am going to be happy right now.

_____ The future is not here. I am going to be happy right now.

_____ Why should other people's time be more important than my own time?

_____ Why should another person's opinion be more important than my opinion?

_____ Is this the way I want to feel?

_____ Requiring other people's approval places my self-esteem in someone else's control.

_____ Denying my personal feelings will make me resentful and damage my relationships with others.

_____ I cause my own unhappiness by allowing other persons' opinions, expectations, and judgments to affect me.

_____ I can control my thoughts and make them satisfying thoughts.

_____ I can control me emotions by controlling my thoughts.

Place an "X" before any of the ideas above which you will remember in times of stress.

Discuss with your classmates and instructor the effect that you think these ideas might have on your behavior. Be specific. To see how Admirable Ann's self-fulfilling prophecy is working, see the next page.

ADMIRABLE ANN

As a result of Admirable Ann's expectations, she spends her life anticipating success, telling herself "I am a remarkable woman," and acting accordingly.

At Home

Admirable Ann has learned to establish her priorities and is no longer a "slave to the house." She concentrates on her relationships with people (inviting friends over, going places) instead of on her relationship to things (dusting the furniture, mopping the floor). "People are far more important than things," says Ann.

At Work

Admirable Ann, graduate of a vocational-technical course in machine-shop training, is the first woman machinist in her company's 30-year history. As a role model and trailblazer for other women, Ann has proved herself to be an excellent, responsible employee. She is capable of handling not only her work but also the remarks and other behavior of male co-workers. Her reward for proving herself a competent employee was a twenty-five-cent per hour raise which she had requested.

In Social Situations

Admirable Ann, although lonely at times, feels joyfully free to choose where, when, and with whom she spends time. Having complete control of her own money for the first time gives her a special sense of freedom and control of her life.

SELF-IMAGE

COMMUNICATIONS

ASSIGNMENT SHEET #2 - TALKING WITH ONESELF/THE MIND IS ITS OWN PLACE

The mind is its own place, and in it self
Can make a Heav'n of Hell, a Hell of Heav'n.

Paradise Lost, Book I, l. 254

Contrary to what you might have heard, talking with yourself can be a very healthy thing to do! In fact, what you tell yourself can help determine whether you become victor or victim in your communications with yourself and with other people.

EXAMPLE - TO ASK OR TO REMAIN SILENT

You are in a vocational-technical education class and don't understand the teacher's explanation. You want to stop the teacher and ask for clarification, but your internal "victim" responses begin. "If I speak up," these responses say:

My classmates will think I am stupid.

Everybody will laugh at me.

"They" won't like me.

The teacher might scold me.

The teacher will fail me.

I'll feel terrible.

I'll be embarrassed.

I'll fail this course and won't be able to get a job.

Questions worth asking:

1. What is the "reward" for remaining silent?_____

_____

2. What is the "risk" of speaking out?_____

_____

_____

3. What is the worst thing that could possibly happen if I spoke out?

_____

4. How likely is the "worst" to happen?_____

_____

5. Could I handle the worst?_____

6. Am I making what I think to be someone else's opinion more important than my own in this situation? If so, why?_____

_____

SELF-IMAGE

COMMUNICATIONS

ASSIGNMENT SHEET #3 - DEALING WITH FEAR

PART A

You as a displaced homemaker have experienced some changes in your life which are as disruptive as life changes can be, and you probably feel as if you are headed toward a great unknown. Fear of change and fear of the unknown are normal. Now that you know that anyone in your situation (and lots of people are) would probably be afraid, consider some of the following suggestions for dealing with your feelings of fear. Suppose, for example, that you are afraid of some kind of failure. We all have this fear at one time or another. Ask yourself:

1. Of what specifically am I afraid? (Write out the answer. Writing will help you make that fear known and concrete. Then you can deal with the fear becuase it is no longer vague and general. A fear reduced to words on paper is not nearly as threatening as a vague fear roaming around inside you. Use the back of this page.)

2. How does this fear make me feel?_____

   _____

3. Am I really afraid of failure, or am I afraid of someone else's opinion if I fail?_____

   _____

   a. If yes, whose opinion?_____

   b. If yes, why should I allow someone else's opinion to be more important than my own opinion?_____

      _____

4. Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing--I'm scared to death"?_____

5. Am I allowing fear to help me avoid the responsibility of taking some kind of action?_____

   _____

6. Am I allowing fear to help me avoid the risk of taking some kind of action?_____

7. What is the "reward" for my remaining fearful?_____

_____

8. What is the cost of remaining fearful?_____

_____

_____

9. What are possible ways I can handle this fear? (List as many as you can. Record these answers without stopping to analyze them.)

_____

_____

_____

PART B

Dialogue

Share the answers to the questions listed above with a class partner (or in a small group). Sharing your fear can help you look more objectively at it. Also, your partner can probably add to your list of alternatives for handling your fear. Finally, your partner can interject some positive ideas to help you stop the snowballing effect of fear.

Finally, underline the best solution (see no. 9, above) for handling your fear. Then ask yourself:

1. What is the worst thing that could happen if I put this alternative into action?_____

2. How likely is the worst to happen?_____

3. Could I handle the worst?_____

4. What is the best thing that could happen if I put this alternative into action?_____

5. Could I handle the best?_____

6. Am I ready to put this alternative into action?_____

(Note: Use the procedure details above for handling each of your fears individually.)

SELF-IMAGE

COMMUNICATIONS

ASSIGNMENT SHEET #4 - "I CAN'T"/"I WON'T" COMMUNICATIONS

Complete the following "I can't" sentences by listing behavior which you cannot achieve. This behavior should involve your relationships with other people.

Examples: I can't say no when asked to attend a meeting.

I can't accept gifts easily.

I can't ask a favor of anyone.

I can't _____

I can't _____

I can't _____

I can't _____

I can't _____

Choose a partner with whom to share your "I can't" list.

1. Read your first "I can't" statement to your partner and say exactly how you feel because you "can't." (Do you feel frustrated? concerned? shy? regretful? angry?)

2. Listen to your partner's first "I can't" statement and her/his feeli about the "I can't."

3. Repeat the pattern until you have finished all of your and your partner's "I can't" statements.

4. Now, mark through the "I can't" in each sentence above and write in "I won't."

5. Share this list with your partner in the same way described above. Be sure to say how you feel about the "I won't" behavior. (Do you feel surprised? relieved? enlightened? confident?)

6. Discuss the answers to the following questions with your partner:

   a. Do some of the "I won't" statements make more sense than the "I can't" statements? _____

b. Did you discover that some of the things you thought you couldn't do need no longer be on your "I can't" list? _____

c. Did the "I can't" statements make you feel weak or self-pitying? _____

d. Do the "I won't" statements make you feel stronger or give you power to say no? _____

e. Do the "I won't" statements influence you to think about changing your behavior to fit your new self-image? _____

If so, explain._____

_____

_____

SELF-IMAGE

COMMUNICATIONS

ASSIGNMENT SHEET #5 - ESTABLISHING NEW RELATIONSHIPS

With your new image as a single person will come changed relationships with almost everyone in your life. You will probably have almost total responsibility for the children (if there are children at home). In-laws may "vanish." If you have divorced, your ex-spouse will "disappear" for all practical purposes of day-to-day living. And old friends will see you on a new basis, with new rules, whereas new friends won't exist unless you make the effort to find them.

Below are suggestions for establishing new relationships with your children, ex-spouse, old friends, and new friends. Form small groups and discuss each list, add suggestions, mark through the ideas that would not work for you, and remember the results.

NEW RELATIONSHIPS WITH CHILDREN

1. Stop playing Supermom (both mother and father) with such doormat-like dedication.

   a. Give your children as much responsibility as possible for work to be done and family decisions to be made. Children, when given the opportunity, can be wonderfully strong, supportive, and helpful.

      (1) Example - A divorced woman's 14-year-old son, when given the opportunity, negotiated successfully with his school principal and coach regarding his unfair dismissal from the school's baseball team--a tremendous growth experience for the entire family.

      (2) Example - A widow remembers moving through the supermarket in a daze during the weeks following her husband's death. By her side, her 8-year-old daughter was grocery shopping and doing a good job of it.

   b. Ask for help (organize the help, if necessary) anywhere you can get it. Pool resources whenever feasible with friends and neighbors for:

      (1) <u>Living arrangements</u> - Would living with another family solve resource problems?

      (2) <u>Skills sharing</u> - Would exchanging with others jobs which require various skills help? What about income tax preparation, child care, auto repair, sewing, hair cutting, plumbing, house painting, entertaining, etc.?

(3) Cooking cooperative - Would cooking dinner on Wednesday evenings, delivering it to six families, and getting food delivered to you the other six evenings be better than cooking every night?

(4) Transportation arrangements - Would making cooperative arrangements with other parents for the children's transportation to and from school, extracurricular activities, etc., help?

c. Additional suggestions_____

_____

_____

2. Refuse to give or accept guilt regarding your divorce or widowhood.

a. Assure children that they are not responsible for the death or the divorce within the family.

b. Don't participate in the "poor-little-me" games which children sometimes play.

(1) Example - "Mom, we never have any money. My friends get to do lots more than I do."

(2) Example - "I surely do miss my dad. Will you get me a new motorbike, Mom?"

(a) Possible solution - Talk over the situation with the child. Explore the good things about the new relationships (freedom, responsibility, personal growth). Give specific examples.

(b) Possible solution - Look for alternatives. An after-school job would give your child an opportunity to earn, control, and budget money, for example.

c. If you have divorced, be honest when you are discussing your ex-spouse with the children. Refrain, however, from the kind of negativism which would damage the ex-spouse's image beyond repair in the children's eyes. Children need all the adult support (imaginary and real) they can get in order to grow up during these complex times.

d. Additional suggestions_____

_____

_____

NEW RELATIONSHIPS WITH AN EX-SPOUSE

1. Avoid the human tendency to use the children as messengers or pawns in order to compete with or manipulate an ex-spouse.

   a. Example - One woman, angry because her ex-spouse ignored her invitation to a party, temporarily withdrew the children's visiting privileges with their father.

   b. Possible solution - Concentrate on establishing your own independent household and on making it a happy, stable place.

2. Don't fake a concern for the new woman in your ex-spouse's life if you feel jealous. Instead, concentrate on what you can do for yourself now instead of on your past relationship with your ex-spouse--a relationship which is over, gone, finished.

3. Get rid of fantasies that your ex-spouse is personally concerned about your daily problems. Realize that your personal relationship is over and proceed on that basis.

   a. Keep your conversations with your ex-spouse short and businesslike. Discuss only relevant subjects such as the children, finances, and other business.

   b. Plan ways to enjoy your free time when the children visit your ex-spouse. Nurture and savor your very own time by concentrating on "what can I do for myself?" instead of on "they are leaving me out of the plans." Your new freedom can be exhilarating when spent in happy solitude or in relationships with other people you enjoy.

4. Other suggestions_____

   _____

   _____

NEW RELATIONSHIPS WITH OLD FRIENDS

1. Realize that you might appear as a threat to the marriage of old friends or that old friends may desert you completely after the sympathy period is over.

2. Cooly disregard any passes made by married male friends. Try not to allow yourself to feel outraged, angry, or guilty.

3. Stay out of marital arguments.

4. Avoid flirting and having exclusive conversations with the husbands of friends.

5. Find new friends and avoid your married friends who are not mature or stable enough in their relationship to continue a satisfactory friendship with you. (Change is the nature of human life! "There's no friend like a new friend" could have special meaning for you.)

6. Additional suggestions_____

_____

_____

NEW RELATIONSHIPS WITH NEW FRIENDS

1. People all around you are lonely and isolated. Therefore, the number and degree of new friendships you establish depend on your own efforts. Your first efforts will be difficult if you were taught to "sit back and be chosen." However, you <u>can</u> stop being so passive, can launch out alone, and:

   a. Expect to meet new friends with situations similar to yours--friends with whom you can establish satisfying relationships and pool resources.

   b. Look for and join the local support group for singles. If there is no such organization in your community, start one or find an equally satisfying organization to join.

   c. Don't buy into the belief that you must be married to be happy. This belief can make your todays miserable and your tomorrows a disappointment. Life consists of what you think and how you feel about yourself and your situation. Concentrate on what you can do to be happy right now as a self-sufficient person. There are rewards and advantages to all phases of life. Don't miss the opportunities for happiness that exist for and within you.

   d. Additional suggestions_____

   _____

   _____

SELF-IMAGE

COMMUNICATIONS

ASSIGNMENT SHEET #6 - SPEAKING, LISTENING, AND RESPONDING

PART A

Each student should choose one of the following topics as the subject for a two-minute speech to classmates. As an alternative, three students could share the same topic and make their speech as a group of three.

Overcoming Loneliness
Choosing an Understanding Doctor
Choosing an Understanding Counselor
Choosing an Understanding Therapist
Choosing an Insurance Agent
Choosing an Investment Counselor
Choosing an Auto Mechanic
Choosing a Legal Counselor
Choosing a Loan Consultant
Remarrying versus Living Together
Living Alone versus Living with Children
Sexual Intercourse versus Celibacy
Handling Children's Expectations
Handling Parents' Expectations
Reducing the Cost of Living
Being Single in Couple-Dominated Situations
Choosing the Best Job
Getting the Best Medical Care
Dealing with Concerns about Elderly Parents
Finding Effective Ways to Relax
Making and Staying within a Budget
Cooking for One
Managing Time Effectively - Whose Time Takes Priority?
Sex-Role Stereotyping within Myself
Sex-Role Stereotyping within Society
Preventing Discrimination Based on Age, Sex and/or Race

Coping with Discrimination Based on Age, Sex and/or Race

Making Requests

Coping with Further Life Changes

Expressing Feelings Comfortably

Relocating

Alternatives to the Role of Full-Time Homemaker

Menopause

Nutrition

Long-Range Planning for the Next Ten Years

My Body

Older Men and Younger Women

Older Women and Younger Men

A Helpful Book I Just Read

Good Ways to Meet New Friends

After choosing a topic, each student should prepare a two-minute speech which:

1. Describes/explains the topic and

2. Offers suggestions.

Speeches should be specific about the topic and suggestions. Each speech should contain one clear, controlling idea (that is, one problem, plus the solution). A sample speech about "Overcoming Loneliness" follows.

Overcoming Loneliness

Loneliness is the empty feeling which I get especially at dusk and on weekends. I have learned to avoid loneliness to a great extent at both of these times.

Each evening, I have begun to fix myself a nice evening meal. On occasion, I prepare a dinner party for one! While eating, I get absorbed in the evening news. Then, I go bicycling around the neighborhood and usually find someone to chat with for awhile. The exercise is a great relaxer. After the cycling, I take a leisurely bath. Then I'm ready for bed, a favorite book from the library, and sweet dreams.

Planning ahead is my way of staving off loneliness on the weekends. I arrange in advance to:

Work at sewing on my new wardrobe;

Attend a meeting, movie, or class at the "Y";

Babysit for friends or family;

Invite friends over for an inexpensive brunch and cards;

Attend a meeting of some kind: church, feminist group, etc.;

Go bird watching;

Do research in the library about some fascinating subject such as job opportunities for women. I use the results to write an article, give a speech, or plan action of some kind;

Write letters to friends;

Conduct a letter-writing campaign to my legislators about some issue of interest to me;

Call and check on elderly acquaintances;

Work in a political campaign (if I support the candidate).

In short, I have been able to cope with loneliness by planning ahead and staying busy, doing the things I enjoy most, such as sewing, feminist activities, and political work.

PART B

After each two-minute speech, the instructor will ask for a volunteer to paraphrase the ideas given in the speech.

In order to paraphrase, the student called upon should in her/his own words restate the speaker's ideas. The paraphraser's job is simply to listen carefully, understand, and restate--not to judge, question, persuade, approve, analyze, blame, give advice, evaluate, etc. The idea is to describe rather than evaluate. Listen not only for content, but also for the feeling behind content.

1. Example of paraphrasing "Overcoming Loneliness": "You think that it is possible to reduce loneliness by planning ahead to keep busy at happy, satisfying activities and to reach out to others."

2. Example of evaluating "Overcoming Loneliness": "I disagree with your idea that it is possible to reduce loneliness by planning ahead to keep busy at happy, satisfying activities and to reach out to others."

The speaker should respond by indicating whether or not the paraphrase was accurate. The speaker and paraphraser should continue their back-and-forth exchange until the paraphraser restates the speaker's ideas to the speaker's satisfaction. Effective communication takes place when the paraphraser gets the message the speaker intended.

(Note: Paraphrasing is an excellent way to let others outside the classroom know that you have listened with accuracy, concern, and sensitivity. Listening carefully and responding accurately are rare qualities which will enhance all your communication efforts.)

SELF-IMAGE

COMMUNICATIONS

UNIT TEST

Name _____ Score _____

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a.	I am unable to	1. Paraphrase
_____b.	To restate another person's speech or writing, using different words which preserve the same meaning	2. Communication
_____c.	The exchange of information which occurs when an individual sends out a message and receives a response	3. Self-fulfilling prophecy
_____d.	I choose not to	4. I can't
_____e.	The idea that you get in life whatever you expect to get	5. I won't

2. The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left or each statement.

_____a. Talking with oneself can be a very healthy thing to do.

_____b. Putting an ex-spouse down is usually a good policy.

_____c. One emphasis in this unit is that my opinion is just as important as other persons' opinions.

_____d. Fear of taking a risk sometimes holds people back.

_____e. Fear of taking responsibility sometimes holds people back.

_____f. People often say "I can't" when they really mean "I won't."

_____g. Pretending that you really like your ex-spouse's new woman friend is a good policy.

_____h. Children often need assurance that they are not responsible for marital break-ups.

_____i. You should expect your ex-spouse to take care of your home maintenance.

_____j. One must be married to be happy.

_____k. Saying "I won't" often takes more courage than saying "I can't."

_____l. It is seldom a good idea to share responsibilities with children.

_____m. Sharing skills with friends and neighbors is a good way to save money.

_____n. You can expect to keep all of your friendships the same as they were when you were married.

_____o. Sitting back and letting new friends find you is a good policy.

SELF-IMAGE

COMMUNICATIONS

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (25 points)

   a. 4
   b. 1
   c. 2
   d. 5
   e. 3

2. (75 points)

   a. T
   b. F
   c. T
   d. T
   e. T
   f. T
   g. F
   h. T
   i. F
   j. F
   k. T
   l. F
   m. T
   n. F
   o. F

SELF-IMAGE

COMMUNICATIONS

UNGRADED FEEDBACK INSTRUMENT

Circle the letter of the response which most nearly describes your thoughts and feelings about classroom activities during the "Communications" unit. Circle one letter for each question asked.

1. Class time during this unit has been

   a. usually well spent
   b. well spent almost half of the time
   c. usually not well spent
   d. almost entirely wasted

2. How would you rate the assignment sheets in this unit with regard to thoroughness, usefulness, and clarity?

   a. covered subject well, very useful, very clear
   b. covered adequately, useful, understandable
   c. poor coverage, not very useful, difficult
   d. almost totally useless

3. How would you recommend this unit in terms of content to a good friend whose interests are like yours?

   a. yes, recommend it highly
   b. it is better than most courses for one with interests similar to mine
   c. no, it is not as good as most courses
   d. no, it has not been worth the time

4. How clearly are your responsibilities defined in this unit?

   a. I always know what is expected of me
   b. I usually know what is expected of me
   c. I am often in doubt about what is expected of me
   d. I never know what is expected of me

5. How would you rate the assignment sheets with regard to difficulty?

   a. unreasonably difficult
   b. difficult but acceptable
   c. easy but acceptable
   d. too easy

6. Were the objectives in this unit made clear to you?

   a. yes, I think the objectives were made quite clear
   b. sometimes I felt that I understood the objectives; other times, I did not
   c. no, the objectives were vague to me
   d. no, the goals were not clear to me at all

7. What do you consider to be the major goals of this unit?

   a. developing communication skills
   b. learning concepts, ideas, theories
   c. problem solving
   d. learning trivia of little later use

8. Would you recommend this instructor to a good friend whose interests are like yours?

   a. yes, recommend her/him highly
   b. yes, he/she is better than most instructors
   c. no, she/he is not as good as most instructors
   d. no, he/she is a poor instructor

9. How well does the instructor adjust to your level of comprehension?

   a. talks very far over my head
   b. talks far enough over my head so as to be challenging
   c. seeks to adjust to my background
   d. often belabors obvious points

10. What is the instructor's ability to arouse interest in the class?

    a. she/he arouses great interest in the class
    b. he/she arouses above-average interest in the class
    c. she/he arouses average interest in the class
    d. he/she arouses below-average interest in the class

11. How would you rate your instructor's friendliness?

    a. overly familiar
    b. personable
    c. courteous but aloof
    d. hostile

12. Do you feel that you are able to get personal help from the instructor in this course if you need it?

    a. can get plenty of help
    b. can get a small amount of help
    c. can get help but am not encouraged to do so
    d. can get no help

13. What is the instructor's attitude toward class discussion?

    a. forces discussion
    b. encourages discussion
    c. discourages discussion
    d. there is no class discussion

14. In particular, what is the instructor's attitude toward disagreement with her/his stated position?

    a. encourages constructive disagreement
    b. tolerates disagreement
    c. discourages disagreement
    d. intolerant, allows no contradiction

15. What was the effect of this unit on your view of yourself and others?

    a. marked change, stimulated a re-evaluation of basic principles
    b. some change, re-evaluated my position on some important points
    c. little change, modified a few superficial notions
    d. no change

Additional comments:_____

_____

_____

SECTION C: TRAINING

UNIT 1: ASSERTIVENESS TRAINING I

GETTING READY BEFORE THE Job Hunt

TRAINING

ASSERTIVENESS TRAINING I

UNIT OBJECTIVE

After completing this unit, the student should be able to determine the need for assertive behavior in life situations and begin to practice assertive behavior when deemed appropriate. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Distinguish among assertive, aggressive, and nonassertive behavior.
2. Identify basic personal rights to which each person is entitled.
3. Identify personal responses (assertive, nonassertive, or aggressive) to specific situations.
4. Identify personal barriers to assertive action.
5. Engage in constructive feedback regarding classmates' assertiveness.
6. Demonstrate several assertive responses to specific situations.
7. Experience increased self-control through the practice of assertive behavior in classroom situations.
8. Experience increased self-confidence and self-respect through demonstrated assertive behavior in the classroom situation.
9. Assertively give and receive compliments during classroom demonstration.
10. Assertively make and refuse requests during classroom demonstration.
11. Begin using assertiveness skills outside the classroom.
12. Consciously communicate with effective body language.
13. Write an assertive-behavior script.

TRAINING

ASSERTIVENESS TRAINING I

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with objective sheet.

2. Provide student with information and assignment sheets.

3. Discuss unit and specific objectives.

4. Discuss information and assignment sheets

5. Prepare students for Assignment Sheet #1, "Assertiveness Analysis."

   - Take the lead in acting assertively and in the role-playing situations in this unit. You will, then, establish yourself as a much-needed role model and, in addition, give the students "permission" to act assertively.

6. Prepare students for Assignment Sheet #3, "Human Rights and Responsibilities:"

   - Ask for the logical conclusions to the syllogisms in Part A:

     Therefore, I have physical and psychological needs which are equal in importance to those of other people.

     Therefore, I have feelings which are equal in importance to those of other people.

   - Ask if students agree/disagree with the syllogisms. What are their reasons for agreement/disagreement?

   - Ask for volunteers (and only volunteers) to share their "personal rights" statements with the class.

   - Ask if students "give" rights to other people which they deny for themselves. If so, which rights? Why?

   - Ask if students can permit themselves to be fully human with all of the accompanying rights and responsibilities.

   (Note: Refer to "How Socialization Messages May Negatively Affect Assertion," on the information sheet, for additional assistance with classroom discussion.)

7. Prepare students for Assignment Sheet #4, "Practicing Assertive Behavior."

   Maintain a supportive, encouraging classroom atmosphere. Do not allow students to be overwhelmed by negative comments on the feedback sheets. Stress the importance of being honest and supportive at the same time. The student's responsibility is to assist and support classmates in confidently building assertiveness skills for use outside the classroom.

8. Administer unit test.

9. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - Assertiveness Analysis
   - Assignment Sheet #2 - Giving and Receiving Compliments
   - Assignment Sheet #3 - Human Rights and Responsibilities
   - Assignment Sheet #4 - Practicing Assertive Behavior
4. Unit test
5. Answers to test
6. Survey

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TRAINING

ASSERTIVENESS TRAINING I

INFORMATION SHEET

TERMS AND DEFINITIONS

Aggressive behavior - Action which seeks to dominate other people by humiliating, belittling, or putting them down in some other way.

Nonassertive behavior - Action which seeks to avoid conflict at almost any cost, including the personal cost of "covering up" one's true feelings and desires.

Assertive behavior - Action which seeks to communicate with others in a direct, honest way without violating anyone's personal rights.

Human or personal right - A power or privilege which people have as a result of law, nature, tradition, etc.

Responsibility - An obligation or duty (which often accompanies a human right).

EXAMPLES OF AGGRESSIVE, NONASSERTIVE, AND ASSERTIVE BEHAVIOR

1. Situation: Your friend Sarah calls you daily and talks "endlessly" about "nothing." Finally, one day you say:

   "Mercy, Sarah, do you ever run down (nervous laugh)? You've got diarrhea of the mouth (nervous laugh)." Aggressive response

   "You don't say...hmmm... How about that (keep listening and responding)." Nonassertive response

   "Thank you for calling, Sarah. I want to hang up now. Good-bye." Assertive response

2. Situation: You are in a line to pay for items at the local retail store. A man with only a few items smilingly gets in front of you in the line. You say:

   "You really have your nerve, mister. Go to the back of the line--immediately, if not sooner!" Aggressive response

   You say "hmmmm," then flush and swallow angrily. Finally, you mutter something (behind your hand) to the person standing behind you. Nonassertive response

"Sir, this line operates on the basis of first come, first served. Since you just arrived, I want you to go to the back of the line." Assertive response

3. Situation: You make a date with a gentleman in your neighborhood. Then, your grown son finds out and telephones to object. You say:

   "I don't interfere with your personal life. Now be quiet and leave me alone." Aggressive response

   "Oh, I am not dating at all. We are only going to an afternoon movie. That will be all right, won't it?" Nonassertive response

   "Son, I want to date Mr. _____. And I am going to date Mr. _____." Assertive response

REMINDERS ABOUT ATTITUDES AND BEHAVIORS

1. Acting assertively is its own reward. You do not have to "win" to feel good about your assertive efforts. Being able to express your feelings/ideas in a forthright, honest way has considerable merit.

2. Refuse requests with a simple "No, I don't want to," rather than with long excuses, "I can't" statements, or "I'm sorry, but" statements. How assertive you are is up to you. "No, I don't want to," can be your last, very firm response instead of the beginning of a tiring argument.

3. Express your assertive feelings with "I" statements rather than "you" statements. For example, say "I feel angry when you always watch television while I do the dishes," instead of "you make me angry..." Saying "I feel angry" gives you responsibility for your feelings without discrediting the other person.

HOW SOCIALIZATION MESSAGES MAY NEGATIVELY AFFECT ASSERTION*

Socialization Message	Effect on Rights	Effect on Assertive Behavior	Healthy Message
Think of others first; give to others even if you're hurting. Don't be selfish.	I have no right to place my needs above those of other people.	When I have a conflict with someone else, I will give in and satisfy the other person's needs and forget about my own.	To be selfish means that a person places his/her desires before practically everyone else's desires. This is undesirable human behavior. However, all healthy people have needs and strive to fulfill these as much as possible. Your needs are as important as other people's. When there is a conflict over need satisfaction, compromise is often a useful way to handle the conflict.
Be modest and humble. Don't act superior to other people.	I have no right to do anything which would imply that I am better than other people.	I will discontinue my accomplishments and discount compliments I receive. When I'm in a meeting, I will encourage other people's contributions and keep silent about my own. When I have an opinion which is different from someone else's, I won't express it; who am I to say that my opinion is better than another person's?	It is undesirable to build yourself up at the expense of another person. However, you have as much right as other people to show your abilities and take pride in yourself. It is healthy to enjoy one's accomplishments.

*From Arthur J. Lange and Patricia Jakubowski, Responsible Assertive Behavior, 3rd printing, 1977. Courtesy of Charles C. Thomas, Publisher, Springfield, Illinois, pp. 66-68.

Socialization Message	Effect on Rights	Effect on Assertive Behavior	Healthy Message
Be understanding and overlook trivial irritations. Don't be a bitch and complain.	I have no right to feel angry or to express my anger.	When I'm in a line and someone cuts in front of me, I will say nothing. I will not tell my woman friend that I don't like her constantly interrupting me when I speak.	It is undesirable to deliberately nit-pick. However, life is made up of trivial incidents and it is normal to be occasionally irritated by seemingly small events. You have a right to your angry feelings, and if you express them at the time they occur, your feelings won't build up and explode. It is important, however, to express your feelings assertively rather than aggressively.
Help other people. Don't be demanding.	I have no right to make requests of other people.	I will not ask my girlfriend to reciprocate babysitting favors. I will not ask for a pay increase from my employer.	It is undesirable to incessantly make demands on others. You have a right to ask other people to change their behavior if their behavior affects your life in a concrete way. A request is not the same as a demand. However, if your rights are being violated and your requests for a change are being ignored, you have a right to make demands.

Socialization Message	Effect on Rights	Effect on Assertive Behavior	Healthy Message
Be sensitive to other people's feelings. Don't hurt other people.	I have no right to do anything which might hurt someone else's feelings or deflate someone else's ego.	I will not say what I really think or feel, because that might hurt someone else. I will inhibit my spontaneity so that I don't impulsively say something that would accidentally hurt someone else.	It is undesirable to deliberately try to hurt others. However, it is impossible as well as undesirable to try to govern your life so as never to hurt anyone. You have a right to express your thoughts and feelings even if someone else's feelings occasionally get hurt. To do otherwise would result in your being phoney and in denying other people an opportunity to learn how to handle their own feelings. Remember that some people get hurt because they're unreasonably sensitive and others use their hurt to manipulate you. If you accidentally hurt someone else, you can generally repair the damage.

BIBLIOGRAPHY

Since this unit provides only a brief introduction to assertiveness training, you can explore the area further by reading the following books. Probably several of these books will be in your public library. If they are not, request that the library order them or get them for you through inter-library loan.

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TRAINING

ASSERTIVENESS TRAINING I

ASSIGNMENT SHEET #1 - ASSERTIVENESS ANALYSIS

PART A

Place an "X" to the left of the statements below which apply to you. Then list additional "because" statements which you think are important.

I have difficulty asserting myself (saying how I feel and what I want) when my views might cause conflict:

_____ because I don't know how to express strong feelings without crying.

_____ because I feel alone in my private "rebellious" views.

_____ because I can't express myself until I get to the exploding stage.

_____ because others come first.

_____ because I have difficulty saying no to a request.

_____ because I feel selfish and insensitive in putting my needs ahead of someone else's needs.

_____ because I am modest.

_____ because I am dependent on people whom I cannot afford to irritate.

_____ because I am a helpful person who almost never refuses a request for assistance from friends or family.

_____ because my needs are not as important as the needs of other people.

_____ because I would never act superior to anyone else.

_____ because I must have other people's approval in order to "make it" in this frightening world.

_____ because I don't want to make a scene.

_____ because I acted assertively once and didn't get what I wanted.

_____ because I am responsible for other people's feelings.

_____ because I am not a bra-burning women's "libber."

_____ because I can "make do" without asking for help and inconveniencing someone else.

_____ because I don't have any personal rights that I know of.

_____ because I am humble.

_____ because I should never get mad or angry in the first place.

_____ because I fear loss of other people's good will, approval, affection, love, etc.

_____ because I have been taught to avoid conflict at any cost.

_____ because I have been taught never to question authority.

_____ because I have been taught to justify my behavior as logical/rational.

_____ because other people will think I am foolish, wrong, stupid, etc.

_____ because other people will think I am self-centered and selfish.

_____ because I have always viewed myself as the one who "keeps peace" in the family.

_____ because women are understanding, helpful people who do not complain or make demands.

_____ because it is wrong to make anyone else feel bad.

_____ because women were made to suffer.

_____ because _____.

_____ because _____.

_____ because _____.

_____ because _____.

_____ because _____.

PART B

Share your views in small-group and classroom discussions.

PART C

If you are having a difficult time in placing emphasis on yourself and your needs/desires, welcome to the class! You are not alone. Consider, for example, the following definitions of yourself which have sustained many of you and your classmates throughout your important/productive years as full-time homemakers.

WHO AM I

DEFINITIONS OUTSIDE MYSELF

(over which I have little control)

ME

→ Somebody's wife

→ Somebody's former wife

→ Someone's widow

→ Someone's mother

→ Someone's homemaker

→ Someone's former homemaker

→ Somebody's daughter

Now, you are being asked to define yourself with a new emphasis:

WHO AM I?

A DEFINITION INSIDE MYSELF
(over which I have control)

SOMEBODY!

(You are still someone's mother, etc. But how does the new <u>emphasis</u> feel? Now you have a definition which you can control and which will always belong to you, and only you!)

With your new definition in mind, go on to Assignment Sheet #2 and practice accepting compliments.

TRAINING

ASSERTIVENESS TRAINING I

ASSIGNMENT SHEET #2 - GIVING AND RECEIVING COMPLIMENTS*

PART A

Giving and receiving compliments comfortably are important assertiveness skills. Receiving compliments is especially difficult for persons who have been taught that the spotlight on oneself is immodest, conceited, selfish, not ladylike, etc. Becoming the center of attention is sometimes difficult for persons accustomed to a lifetime of centering their attention on others. However, sincere attention and a positive response can feel good if you want them to.

In order to learn to give and receive compliments, start by sitting in a circle. Your instructor will compliment the student seated to the instructor's right. The student will respond. The student-receiver will then compliment the next person until everyone has received, responded to, and given a compliment.

Example

Giver: "Joyce, I appreciate your speaking up in class when you have an answer or a question. Your contribution helps make our class activities lively and interesting."

Receiver: "Thank you. I am glad you appreciate my ideas. Sometimes I have felt that I might be talking too much, so your compliment is especially meaningful for me."

Instructions for compliment givers:

1. Above all, be sincere. Flattery is not acceptable. Compliments should also be specific.

   Too general: "You are a nice person."

   More specific: "I appreciate the way you encourage me with your smile and greeting each morning.

2. While you are giving the compliment, don't belittle yourself with statements such as "I look terrible today, but your blouse is very pretty."

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*The idea for this assignment sheet is from Arthur J. Lange and Patricia Jakubowski, Responsible Assertive Behavior, Champaign, Illinois: Research Press, 1977, pp. 74-74, and is used with permission of the publisher.

Instructions for compliment receivers:

1. Acknowledge the compliment with a sincere expression of appreciation.

Examples

"Thank you."

"Thank you. I'm glad you liked my presentation."

"Thank you. I like this blouse too."

"Thank you. I appreciate those words."

"Thank you. I put a lot of effort into making this purse, and I'm glad you like it."

2. Don't refuse the attention by immediately returning the compliment: "Thanks. I like your dress too."

Don't reject the compliment with self-effacing statements such as:

"This old rag?"

"It's nothing, really."

"Accidents will happen."

"Who, me?"

"I've had this for ages."

"You've got to be kidding."

"Oh, it was nothing special."

"I got it on sale."

PART B

Next, each compliment giver should relate to each compliment receiver what the giver liked most about the receiver's response. Again, only genuine, sincere statements are acceptable.

Examples

"I liked the sincere way you said_____."

"I liked the sparkle in your eyes and your direct eye contact."

"I liked the sincere tone of your voice."

"I liked the expression (describe it) on your face."

"I liked the way you held your head proud and erect."

TRAINING

ASSERTIVENESS TRAINING I

ASSIGNMENT SHEET #3 - HUMAN RIGHTS AND RESPONSIBILITIES

PART A

The following three-part statement (syllogism) composes a form of reasoning (deductive) in which the first two statements (premises) lead to a logical conclusion:

All human beings have a right to respect from others. (major premise)
I am a human being. (minor premise)
Therefore, I have a right to respect from others. (logical conclusion)

In the following statements, if you agree with the logical conclusion, write the conclusion in the space provided.

All human beings have equally important physical and psychological needs.
I am a human being.
Therefore, _____.

All human beings have equally important feelings.
I am a human being.
Therefore, _____.

PART B

The statements above are general statements about some of your human/personal rights. In the space below, be more specific. What do you as an individual have the right to do, to say, or not to do or say:

The right to tell uninvited guests that I have other plans (example).

The right to ask my children to help with cooking and dishes when they eat with me. (example).

The right to _____.

The right to _____.

The right to _____.

(Note: Remember that each human right is accompanied by human responsibility. Assertive acts are those which establish your needs and desires without degrading, belittling, or putting other people down. At times, nonassertive behavior might be the wisest course. For example, saying "I'm Ms., not Mrs.," to a patrol officer who has just called you "Mrs." and is considering giving you a speeding ticket might not be your choice of behavior. Use your own judgment.)

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PART C

Your instructor will conduct a class discussion about human rights and responsibilities.

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ASSERTIVENESS TRAINING I

ASSIGNMENT SHEET #4 - PRACTICING ASSERTIVE BEHAVIOR

PART A

1. List a specific situation in which you would like to behave more assertively (express your anger? say no to a request? ask someone for help?). _____
_____

2. What do you wish to accomplish by this assertive behavior? _____
_____
_____

3. What prevents you from acting assertively (one or more of the "fears" listed on Assignment Sheet #1)? _____
_____
_____

4. What are your personal rights in this situation? _____
_____
_____

5. What would be the worst possible result of your assertive behavior in this instance? _____
Best possible result? _____

6. How likely is this "worst possible" result to occur? _____
_____

7. If the "worst possible" happened, could you cope with the situation?
_____

PART B

Write out a script of what you and the other person might say during your assertive-behavior situation.

Here is a sample script to help you in writing your own.

Son - Mom, can you come to dinner on Sunday?

Mom - Not this Sunday, Son. I promised Mr. _____ that I would have dinner with him.

Son - You -- what!

Mom - I promised Mr. _____ that I would have dinner with him.

Son - How could you be so selfish? How could you neglect your family for a stranger?

Mom - I disagree with that criticism.

Son - You -- what! What about the memory of my dead father? How could you do this to him?

Mom - Son, I can't accept that criticism.

Son - Well, I never! (leaves)

(Note: This is an extreme example to illustrate that this woman's assertive behavior may lead to a healthier, more mature relationship with her son and his family. Or it may lead to no relationship at all. She will have to decide what life situations she wants for herself, decide what risks she is willing to take, and act accordingly.)

This example illustrates some of the most devastating criticism possible for a woman who has spent her life taking care of her family's physical and emotional needs and giving those needs priority over her own. The woman in this example is beginning to value her feelings and to give her own needs an appropriate place in her life.

PART C

Test your script by asking the instructor to help you role play the situation for your classmates.

PART D

Request feedback from classmates about how you can be even more effective in your assertive-behavior efforts. Since body language "speaks" as loudly as words, asks classmates for feedback regarding both your script content and your body language.

FEEDBACK CHECK LIST

1. Script content. What changes are needed to make the script even better? _____
   _____
   _____

2. Eye contact. Was it direct? _____
   _____

3. Posture. Did you show confidence by holding your head erect and by sitting/standing straight, face to face, and appropriately close to the other person? _____
   _____
   _____

4. Facial expression. Did your facial expression match your verbal message? Or did you, for example, spoil the effect of being angry with a smile or a nervous laugh? _____
   _____
   _____

5. Voice qualities. Was your speech firm and conversational? _____
   _____
   _____

6. Voice pattern. Did you speak at a normal rate without annoying halts and "hmmmmms"? _____

Practice role playing the script again after making changes (those with which you agree) suggested by classmates and the instructor. For even more control of the situation, play the part of the other person in your script as well as yourself. Try the script out in real life when you feel sufficiently confident. Good luck.

(Note: Time will not permit role playing every script during classroom activities. If your classmates and you are holding weekly "Peer Counseling" meetings (see "Peer Counseling" unit), take some of your scripts to these meetings and ask for a script review, role play, and feedback.)

TRAINING

ASSERTIVENESS TRAINING I

UNIT TEST

NAME_____SCORE_____

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a.	An obligation or duty (which often accompanies a human right)	1.	Accepting a compliment
_____b.	An action which seeks to dominate other people by putting them down	2.	Somebody!
_____c.	A power or privilege which people have as a result of law, nature, tradition, etc.	3.	Aggressive behavior
_____d.	An action which seeks to avoid conflict at almost any cost	4.	Human or personal right
_____e.	An action which seeks to communicate with others in a direct, honest way without violating anyone's personal rights	5.	Assertive behavior
_____f.	Somebody's former wife	6.	Responsibility
_____g.	A "justification" for not asserting oneself	7.	Nonassertive behavior
_____h.	A form of assertive behavior which is not always recognized as being assertive	8.	Eye contact
_____i.	A form of body language	9.	A definition outside oneself
_____j.	A definition inside myself, over which I have control	10.	Fear of other people's opinion

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Instructor

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ASSERTIVENESS TRAINING I

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guide-line and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

(100 points)

a. 6
b. 3
c. 4
d. 7
e. 5
f. 9
g. 10
h. 1
i. 8
j. 2

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TRAINING

ASSERTIVENESS TRAINING I

SURVEY

1. What in this unit was most helpful to you?_____

   _____

   Why?_____

2. What in this unit was least helpful to you?_____

   _____

   Why?_____

3. If you were the teacher, what would you add to this unit?_____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you?_____

   _____

   _____

5. How could the classmates be more helpful?_____

   _____

6. How could the teacher be more helpful?_____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific._____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not._____

   _____

   _____

   _____

   _____

UNIT 2: MANAGING RESOURCES (MONEY AND TIME)

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

UNIT OBJECTIVE

After completing this unit, the student should be able to gain maximum advantage from the personal resources of money and time. This knowledge about resource management will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Realize that the way money is spent is as important as the amount of money earned.
2. Understand a variety of ways through which income can be extended.
3. Understand that one's standard of living can be raised through financial planning without an accompanying raise in pay or other income.
4. Put into action relevant ideas for saving/extending financial resources.
5. Understand the mechanics and nature of brainstorming.
6. Assist with or lead future brainstorming activities.
7. Understand that the way time is spent can extend income.
8. Value time as a resource equivalent to money, not as a possession to be continuously given away as a duty.
9. Understand the value of "saving a life" by spending vocational time in work which is personally satisfying.
10. Reclaim time by learning to say no to demands on time.

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.
2. Provide student with information and assignment sheets.
3. Discuss unit and specific objectives.
4. Discuss information and assignment sheets.
5. Prepare students for Assignment Sheet #2, "Learning to Live on Less."

   The following ideas about how to save/stretch money were gathered from several brainstorming sessions. Share with the class any of the following ideas which the class members do not think of themselves:

   Plan

   Designate a certain amount of money for food; stay within the food budget.

   Avoid impulse buying. Think over a large purchase for several days or weeks.

   Eat lots of low-cost foods in season if you like the foods. Keep your menus flexible to take advantage of sale items.

   Make your shopping decisions at home instead of at the store.

   Make a shopping list and stick to it unless you find an exceptional sale item which is needed. Keep the list in a convenient place and add to it as the need arises. Then, shop once a week and "make do" with what you have until the next weekly shopping trip. (This procedure saves time, energy, gasoline, and money.)

   Grocery shop when you are not hungry.

   Clip coupons for needed items; however, purchasing unneeded items merely because you have a cents-off coupon wastes money.

   Watch the newspaper for food sales, shop around at nearby discount food stores, compare prices, and buy in quantity and freeze portions. But don't drive all over town trying to save a small amount of money.

   Make a realistic budget and stick to it.

   Keep a record of every cent you spend for a month and find out for sure where your money goes. You may discover overspending in areas in which you can cut down.

Exchange recipes with friends for low-cost, nutritious main dishes suitable for small families.

Plan menus based on low-cost foods in season or on sale (if you like the foods and if they are nutritious). Make casseroles and freeze them in small containers which can be taken out of the freezer and immediately heated in the oven.

Learn to distinguish between needs (food, shelter, clothing) and wants (everything else).

Join a food co-op.

Pay bills before late charges are added.

Learn

Talk with people who managed successfully during the depression of the 1930s.

Read library books about money and time management. Look under Time Allocation, Women and Money, or Money Management in the card catalogue.

Get a home-repair book or take a course and learn to change your own washers in the leaky faucets, unclog your own drain, etc.

Read consumer reports and other consumer magazines at your local public library.

Attend consumer assistance classes. Time spent in learning how to buy appliances, insurance, etc. can save hundreds, even thousands, of dollars.

Take a course in auto mechanics, home maintenance, plumbing, etc., at your local vocational-technical school.

Read ethnic cookbooks at the library for ideas about low-cost meals.

Manage

Have a garage sale for unused household items for which you have no future use. Sell items on consignment from others.

Do your own minor home repairs.

Do your own painting, upholstering, etc.

Wash your own car and change the oil.

Exchange resources: set up a clothing and/or furniture exchange; exchange space in your home for housekeeping service, gardening, maintenance, etc.; exchange your service for goods of some kind (make drapes for someone for the cost of enough material for you to make some drapes for yourself).

Pump your own gasoline for your car.

Give services as gifts (a "certificate" to mow the lawn or prepare a tax return).

Exchange talents with friends: hair cutting, home repair, cooking, auto repair, budgeting, sewing.

Utilize

Inquire at the utility company about social service programs which assist with utility payments.

Ask if your utility company surveys homes for weatherization needs.

Take advantage of free or low-cost community health services.

Keep in touch with the local women's resource center or the library for the latest information on money management.

Get checkups and screenings through free or low-cost community health programs.

Eliminate magazine subscriptions; use the library.*

If you have a clogged drain/sewer, call the city first. The city will unclog a main line free of charge.

Frequent free public sources of entertainment: libraries, community centers, public parks.

Inquire into local home-weatherization programs (free) for low-income home owners (for weather stripping, insulation, caulking of cracks, storm windows, or plastic over windows).

Get free information and free services about financial management from your county extension center (listed under County Government in the Yellow Pages), sponsored by your land-grant college. This center has exceptional material on financial management for both low- and middle-income families.

Choose

Trade your big car for an economy car.

Buy from reputable businesses that you know and trust.

Stop buying items with accessories you don't need (vacuum cleaners, sewing machines, refrigerators, dishwashers, washing machines, etc.).

Close charge accounts and do without, or use the charge accounts to advantage by charging only what you can pay for when the bill falls due. This is a form of "borrowing" money without interest. The high interest on revolving charge accounts is not worth the "convenience."

Purchase only wash-and-wear clothing in order to save ironing and cleaning bills.

Frequent garage/yard sales with specific needs in mind.

Consider buying nearly new items, irregulars, and seconds.

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*See, too, the section on "Library Resources" (page 192) that shows how students can use certain magazines to gain additional money-saving tips.

Watch for fabric and clothing sales.

Buy basic clothes which can be worn year round. Buy a few good clothes (which you love!) that can be coordinated, rather than buy a lot of miscellaneous items. (You probably wear only a small percentage of your clothes. Why not buy with care, and wear all of them?)

Have your hair done at a beauty school or do it yourself.

Patronize dental clinics.

Create

Use popcorn and party mixes made from cereal for snacks instead of expensive candies, crackers, and cookies.

Purchase large quantities of fruits and vegetables in season (or grow them). Can and/or preserve what you don't eat.

Use one-half nonfat dry milk and one-half homogenized milk for drinking purposes. Use nonfat dry milk for cooking.

Take your lunch.

Purchase day-old baked items or do the baking yourself. Bake loaves of bread, rolls, and cinnamon rolls at the same time. Freeze additional dough for pizza crust.

Read labels; compare prices regarding weight and content.

Cook from scratch--that is, don't buy prepared cake mixes, salad mixes, etc.

Prepare your own TV dinners for freezing as soon as the food is cooked. This insures fresh, low-cost food for future use and eliminates the thought of leftovers.

Experiment with egg, fish, bean, cheese, and other dishes which are less expensive than meat dishes.

Use unsweetened cocoa instead of bar chocolate.

Stay away from high-cost convenience foods.

Eat cooked cereals rather than dry cereals.

Buy bran flakes and add your own raisins or other fruit in season.

Use instant coffee.

Buy whole chickens and cut them up. Make soup from necks. Freeze livers and gizzards until you have enough for a meal.

Buy chunk cheese instead of sliced cheese. Then be careful to keep cheese tightly wrapped so the ends won't dry out.

If you own your own home and have the space in your yard, plant your favorite fruit trees.

When you buy meat on sale, divide it into portions desired and wrap the packages separately for freezing. Do the same for large sacks of frozen vegetables on sale.

Save every small container (butter or margarine containers, milk cartons, cottage cheese containers) for freezing meat, vegetables, fruits, etc.

Purchase mustard, pickles, and other items in jars having mouths which fit rings and caps for canning and preserving.

Conserve

Melt small pieces of soap to form larger bars.

Recycle gifts which you can't use and give them to someone who can use them.

Eat out less often.

Cut down on cigarettes or stop smoking altogether.

Diet.

Make your own laundry soap from your fat drippings (seek out the recipe).

Take very good care of necessities to make them last as long as possible.

Take in a roommate.

Rent out part of your house--a room or an apartment.

Move to smaller, less expensive quarters.

Write postcards (keep a pocketful) instead of calling long distance. Or if you must make a long-distance call, do it when the rates are lowest (evenings and weekends).

Use hot water at certain times and leave the electric hot-water heater turned off at other times.

Turn the thermostat down when you leave home for the day; close off rooms.

Don't turn the oven on until you can fill it full of food to be baked. Bake entire meals, breads, etc. at the same time. Set aside a day or evening to do nothing but bake and freeze foods for future use.

Garden

Rent out your garden space. Then plant vegetables in your flower beds.

Plant a garden. A small space can produce vegetables for present and future use if you freeze them.

Substitute working in the garden for a portion of your recreation. Gardening is fun, profitable, healthful, and a good way to lose weight (especially if you grow green vegetables and then eat them).

Save

Don't wait until you have a large sum of money before starting an emergency savings account. Start it with $5 and add to it regularly from money saved by using the information in this list. This savings account could keep you from having to take out emergency loans (at high interest) and from pawning or selling valued items in a financial emergency.

Other (for your own ideas)

6. Discuss supplemental money-management help for low-income students.

If you have students with very low incomes, chances are they are living on diets very high in starch and sugar because starches and sugars are less expensive than other, more nourishing foods are.

For example, many Native Americans in Oklahoma eat lots of fry bread, corn, and beans and are experiencing health problems such as obesity, sugar diabetes, and malnutrition. These health problems were not nearly so common when Native Americans had more balanced diets of corn, pumpkin, beans, squash, berries, apples, plums, nuts, seeds, and additional wild foods.

Other minority groups and low-income groups are experiencing similar health problems because urbanization has taken people in masses away from the land and their access to food. Now they buy whatever is cheap and filling--mainly starches and sugars (carbohydrates).

The resulting poor nutrition can influence your students' ability to think and learn and saps energy needed for work. Your job, then, is to help your low-income students recognize the need for changing their buying and eating habits.

County Extension Center Resources

Go to your county extension center (listed under County Government in the Yellow Pages), which is sponsored by your land-grant college. Most county extension centers have an abundance of materials (free or at the cost of reproduction) about:

Food stamps - how to get them and how to use them wisely.

Nutrition - what to eat and why; how to plan, and what to buy for the most nutritious meals at the lowest possible cost. With some planning, your low-income students could probably eat and feel a lot better for the same amount of money they presently spend for food. Your county extension center will supply you with low-cost meal plans similar to this one:

Breakfast

Fresh fruit in season or canned fruit juice
Oatmeal with nonfat milk

Lunch

Peanut-butter sandwich (on day-old bread)
Fruit, in season or canned
Nonfat milk

Dinner

Beans
Fresh vegetable, in season or canned
Day-old bread
Nonfat milk

Your county extension center can also supply you with lesson plans designed for low-income persons about managing money, getting credit, reading labels, comparing prices, preparing meals, etc.

Helping your students change buying and eating habits is another way of teaching behavior modification and building self-esteem. Taking better care of one's body is a natural part of increased self-awareness and self-esteem. Better nutrition will add zest to one's present life and years to one's future life.

Library Resources

Make arrangements in advance and take your low-income students to the library. (Assign each student the task of finding and sharing with the class five of the most personally helpful ideas for managing money.)

Direct your students to practical, easy-to-read magazines such as Family Circle, Woman's Day, and Changing Times. These magazines feature specific money-saving suggestions every month and are full of additional articles on such topics as how to garden, how to read food labels, buying cheese, help for displaced homemakers, credit rules for women, etc.

If you do not have access to a library, buy or borrow some of these magazines and use them in class. Use specific examples from the magazines to show how the money spent on a magazine can be saved by one money-saving suggestion in the magazine. For example, the money-saving idea of buying a chuck roast and cutting it up for stew is worth the price of the magazine. The cost of the chuck roast whole plus the cost of the magazine equals the price of stew meat already cut up.

For many low-income persons, a magazine is a luxury which they feel they cannot afford. However, if you successfully introduce your low-income students to the money-saving resources in these (or

similar) magazines, you will provide them with a future "teacher" for the time when you are not around. Your students may not even have to buy a magazine if they have access to a library. If you have a local library, take your low-income students there as often as possible. Prearrange for them to have a warm welcome and a comfortable stay. There are few substitutes for the service a free public library can offer in helping willing students to expand their understanding in ways that will help them break out of poverty.

Bank Resources

Make preparations to take your students to a local bank, and help them establish "recognition" so that they can cash payroll checks at the bank. Being able to cash payroll checks at a bank can help low-income students break the habit of cashing their checks at the neighborhood grocery store and then turning most of their check over to the grocer, who has charged their groceries for the past week.

If your students are caught up in the cycle of charging groceries at a very high price and then turning their checks over to the neighborhood grocer, help them:

- Cash their checks at the local bank.
- Obtain food stamps (if they don't already receive food stamps). Information about food stamps is available at the post office or public welfare office.
- Plan ways to get ahead enough to pay cash for groceries. Material (mentioned above) from the County Extension Center will be helpful in such planning. Almost "fasting" for a week would be better than continuing to pay extraordinarily high prices for "charged" groceries.
- Find a large discount grocery store at which to shop.

7. Discuss supplemental planning assistance for low-income students.

Many non-middle-class students, especially those from very low income families, have not developed planning skills. Many have been reared in an atmosphere in which the present day is all that counts. Some (migrant workers, itinerant roofers, day laborers) get paid daily when they work. They buy groceries for one meal at a time, see only as far as the next day, and have no conception of planning for the future. When there is no visible "future" (job advancement, educational advancement, job security, etc.) to look forward to, the emphasis naturally falls on today.

Lack of planning causes serious problems of which low-income students are not aware, because they have not been shown the cause-effect relationship between poor planning and its consequences. Some, then, spend their last dollar at the fast-food place (pleasures of today), don't have money to do the laundry, have no clean clothes to wear, or miss vocational-technical class, which in turn affects their skills level, ability to get a job, etc. Others might take their car to a mechanic without planning for all the money to pay the bill, lose the car, miss class because of lack of transportation, lose out on getting a job, etc.

One of the greatest consequences of lack of planning is poor nutrition. Hand-to-mouth existence on a daily basis often causes the kind of nutritional deficiency which results in bad health (lots of colds, sore throats, sugar diabetes, an energy deficiency so serious that it affects one's ability to think and work, etc.). These health problems cause frequent absences from school and work--with a resulting lack of training, failure to advance, loss of a job, etc.

The activities which follow* are designed to help raise your low-income students' consciousness about the necessity for planning.

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*See the "Note to Teacher" section on page 200 for a fuller explanation of how to use these activities with your low-income students.

OOPS! I FORGOT

Suppose you forgot to do the laundry over the weekend and had no clean clothes to wear to class on Monday morning. What would you do?

Check one: ▱ Wear dirty clothes and go on to class.

▱ Miss class.

Suppose that Johnnie had a habit of failing to do the laundry over the weekend and miss class several Mondays in a row. Which of the following squares do you think Johnnie's teacher would check when asked to recommend Johnnie for a job?

▱ Good attendance
▱ Poor attendance

▱ Dependable
▱ Not dependable

▱ Shows great interest in classwork
▱ Shows some interest in classwork
▱ Shows little interest in classwork

▱ Plans in advance
▱ Does not plan in advance

▱ A self-starter
▱ Needs instruction

▱ Recommended for the job
▱ Not recommended for the job

What would then be likely to happen when Johnnie applied for a job and the person who wanted to hire Johnnie contacted the teacher to check on Johnnie's class record? _____

What would Johnnie do then? Look for another job, and another, and another...? Get desperate for money? Do something drastic? End up in prison?

Poor planning can cause us to lose control of our lives in ways we never imagined.

BUYER BEWARE!

Billie bought a refrigerator from a large, nationwide chain store. She signed a contract to pay for the refrigerator at the rate of $25 per month for twelve months. She really could not afford a refrigerator but bought one anyway. Billie thought that signing a contract was about like signing a letter to a friend; therefore, she signed the contract for the refrigerator and then put her copy in her pocket without bothering to read all that small print on the contract.

However, a contract is a legal paper which binds a person to do what the paper says that person will do. If someone breaks a contract (doesn't do what the contract says he/she will do), that person could be in serious trouble because the seller has the right to force people to do what the contract says they will do.

For example, Billie made eight payments on her refrigerator and then fell behind in (missed) three payments. The chain store charged her extra for the skipped payments and then went to her employer and took part of her paycheck (garnisheed her check) each week. Billie was very upset to be embarrassed on the job that way. But the chain store could have taken back (repossessed) the refrigerator or sued her for the amount of money she owed. If a person is being sued, that person needs to hire a lawyer and sometimes has to go to court. Information about lawsuits frequently is printed in the newspaper so that everybody knows about the suit.

Equally bad is that a person who falls behind in payments usually receives a bad credit rating and often has a very hard time getting credit again. Store owners and other people who sell goods obtain information about who pays and who doesn't from credit bureaus in order to protect themselves from selling to people who don't pay.

Because the chain store took so much money from Billie's paycheck each week, she fell behind in other payments and ended up having her electricity and water shut off in her apartment. Without electricity, she couldn't see to get ready for work, because she was on the early shift and rose before daylight. Also, she had no water with which to cook or wash herself. So she stayed home from work for a few days.

Then Billie got fired from her job.

Besides owing her regular monthly payments, Billie now owed additional late-payment charges. Because she couldn't pay, she tried to <u>give</u> the refrigerator back to the store in order to have the rest of her payments cancelled. But the store had sold her contract to a bank and her monthly payments were no longer the concern of the store at which she bought the refrigerator.

"Things couldn't be this bad somewhere else," Billie thought. So she decided to move to another state with her parents, who were also moving. When she moved, Billie got into even worse trouble for taking that refrigerator (still not completely paid for) across the state line. In the contract she signed, Billie had promised not to take that refrigerator anywhere until it was paid for.

Billie ended up losing the refrigerator (it was taken back--repossessed--by the bank holding the contract). But even without the refrigerator, Billie still owed the amount due on the refrigerator. And she could not get out of paying her debt (plus some additional charges and fees), even though she had lost the refrigerator. She was also in trouble with the law for taking "stolen" property across the state line (the contract said that the refrigerator would belong to Billie only after she had made the last payment).

So Billie lost all the money she had put into the refrigerator, lost the refrigerator as well, got her name on the list of people who don't pay their bills (ruined her credit rating), lost her job, and wondered how such a chain of horrible events could happen to her, a nice person who wouldn't cheat anybody. At least she hadn't damaged the refrigerator during her move to another state. If the refrigerator had been damaged, she would have been responsible for paying for the damage, too.

Billie is a victim not of the store but of poor planning. Poor planning can set up a chain of consequences down the line that most of us cannot handle.

Remember: Before you buy something to be paid out in installments:

1. Make sure that you have the extra money each month to make your payments.

2. Make sure you need what you are buying so badly that you are willing to pay 18% or more extra in order to "rent the money" to have your purchase financed. In other words, don't buy on impulse, to make yourself feel better, or to impress others.

3. Shop for credit just as you would shop for a car and get the best credit deal for your money. The Truth-in-Lending law requires that you be told the amount of money and the annual percentage rate which credit will cost you.

4. Don't be in a hurry to sign the credit contract. First, know what the contract says. Be sure all the blank spaces are filled in. After you sign, get a copy of the contract for yourself and keep your copy (and your payment receipts) in a safe place.

5. If you simply cannot understand the contract (some contracts are written confusingly), shop for a contract which you can understand. Or look in the telephone book yellow pages under Legal Aid and call the number(s) listed there to see if you can get some free legal advice from your local legal aid society.

Billie could have avoided all the "refrigerator" trouble by (check the ones that apply):

Making a budget (listing all her income and expenses). She would thus have seen that she didn't have enough extra money each month for refrigerator payments. Then she could have:

- ▱ Shopped for a low-priced, used refrigerator at a garage sale.
- ▱ Bought a refrigerator at a Goodwill store or the Salvation Army.
- ▱ Done without a refrigerator until she could afford one.
- ▱ Bought a new refrigerator, but arranged to pay for it over a longer period of time, which she could afford (but with additional interest charges), etc.

▱ Reading the contract. Then she would have known that the refrigerator did not legally belong to her until she had made the last payment and that until the refrigerator was paid for, she could not move the refrigerator without notifying the store.

Sometimes a contract is long and you can't read and understand all of it at once. If necessary, before you sign a contract, take a copy of the contract home with you and get someone to help you understand what it says. Most sellers like to deal with people who read contracts carefully, ask questions, and wish to understand what they are signing. If the seller gets impatient about your not wanting to sign the contract on the spot, that's the seller's problem. If you don't understand a contract, don't sign it. The matter is as simple as that.

Before you sign any contract, make sure that the contract (check every blank):

- ▱ States the total amount of money you owe and what you bought.
- ▱ Shows the amount, due date, and number of payments which you owe. (Check to see that all the payments are the same and that you won't owe a huge last payment which is more than the other payments. If you have a large last payment, you might not be able to meet it and then could lose what you bought or have to sign another contract and make more payments.)
- ▱ Has all the blanks filled in.
- ▱ Gives you credit for any trade-in or down payment which you have made (subtracts the value of the trade-in or the amount of the down payment from the total amount which you owe).
- ▱ Shows how much you will be paying (in addition to the cost of the item purchased) for finance charges. (Subtract the cost of what you bought from the total amount you owe to find out the amount of the additional costs for making payments over time instead of paying cash. If your extra costs for financing are high, think again about your need for the item about to be purchased.)

- Shows the annual percentage rate (the percent of the amount of money financed or borrowed which you will pay each year for all financing charges). This is an important figure. If one place charges you an 18% annual percentage rate and another place charges you a 23% annual percentage rate, you can easily see which is charging you more.

- Shows any additional agreements which you have made with the seller. (Never take a seller's "word" that she/he guarantees parts, will make free service calls, etc. It's just good business to get promises in writing.)

- Has no outrageous requirements such as (a) a statement that if you fall behind one payment, the entire amount of the contract becomes due and payable, or (b) a statement that you must buy additional goods at the store.

Conclusion: Signing a contract is serious business which gives you legal responsibilities. You must do what the contract says you will do, or else suffer the consequences.

Instructor

Note to Teacher: For your convenience, the "Oops! I Forgot" and "Buyer Beware!" exercises are separated from instructions to you so that you can reproduce these exercises for your low-income students. These exercises are not placed with regular classroom exercises, because they are supplemental materials designed especially for the special needs of low-income students.

Also, contact your state's department of consumer affairs and get answers, according to the laws in your state, to the following questions.* Ask your low-income students these questions. Then provide them with the answers according to your state laws. A lively, informative class discussion will result.

1. Is garnishment legal in _____ (your state)?
2. Can you be put in jail for non-payment of debts (other than child support)?
3. If a seller sues you for non-payment, do you have to pay the seller's attorney?
4. Suppose you answer the door and the post office delivers a package to you. Your name and address are on the box. You open the package and find dishes, records--whatever. You did not order this merchandise. What do you do?
5. You have charged approximately $500 on your account with a large, nationwide store and suddenly you move to another state. You do not notify the store of your new address, and you never receive another bill from the store. What will happen?
6. Which is most binding, a written or verbal contract?
7. You open the newspaper and find that a local store is advertising a lawn mower for $6.95. You go to the store to buy one and are told that the price is really $69.50. Does the store have to sell the lawn mower to you for $6.95?
8. Legally, how old does a female/male have to be to buy something, establish credit, and be responsible for debts?

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*These questions were furnished by and are used with the permission of Jennifer Isted, Instructor, Adult Basic and Related Education, Oklahoma City Skills Center, Oklahoma Vocational-Technical Education.

9. What is a mechanic's lien? How does this lien work?

10. How many payments do you have to be behind in before a seller can repossess your car, television set--whatever?

8. Prepare students for Assignment Sheet #3, "Shopping for Credit."

Your county extension center should have an abundance of material (some designed especially for low-income persons) about how to establish a credit rating, when to/when not to use credit, advantages and disadvantages of using credit, where to get credit, how to shop for credit, credit contracts, credit laws (Truth in Lending, Equal Credit Opportunity, Fair Credit Reporting, Fair Credit Billing), women and credit, etc.

Write to the National Foundation for Consumer Credit, 1819 E. Street, N.W., Washington, D.C. 20006, to get the name and address of the consumer credit counseling service nearest you. This counseling service is a non-profit organization which provides financial counseling.

Reproduce a real contract from a local store or bank to use as an example for classroom illustration. An actual contract from a local source adds authenticity and credibility to this assignment.

If your low-income students have frequent credit dealings with pawn shops and/or loan sharks (who loan money at excessive rates and collect by threats or violence), help the students break the cycle of excessive payment for credit.

9. Prepare students for Assignment Sheet #4, "Time Is Money."

The concept that time equals money will need to be continually stressed. Also, the idea that one does not need to feel guilty for spending time on oneself needs continual emphasis.

10. Prepare students for Assignment Sheet #5, "Reclaiming Time by Learning to Say No."

Part B - Syllogism conclusions:

1. Therefore, the individual who just asked for my time has 24 hours in each day (just as I have).

2. Therefore, my time is an important "slice of life."

3. Therefore, I have the right to refuse demands on my time without feeling guilty.

Part C

1-5. Answers are individual.

6. What is my reward for this misery? The "reward" for continuing the "poor-little-me" victim pattern of behavior is the security and safety of the known (familiar, predictable) behavior patterns of the past. Unknown, untried behavior is frightening, especially for insecure persons.

7. What is the cost for this misery? If the victim response continues, the cost could be to forfeit an improved self-image, feelings of self-sufficiency, emotional security, and financial independence.

11. Administer unit test.

12. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - A Spending Plan
   - Assignment Sheet #2 - Learning to Live on Less
   - Assignment Sheet #3 - Shopping for Credit
   - Assignment Sheet #4 - Time Is Money
   - Assignment Sheet #5 - Reclaiming Time by Learning to Say No
4. Unit test
5. Answers to test
6. Survey

UNIT REFERENCES:

Alexander, Shana. Women's Legal Rights. Los Angeles: Wollstonecraft, Inc., 1975.

Goldfein, Donna. Everywoman's Guide to Time Management. Millbrae, Calif.: Les Femmes Publishing, 1977.

Homemakers Committee, National Commission on the Observance of International Women's Year. The Legal Status of Homemakers in (name of your state). Washington, D.C.: IWY Commission, 1977. (Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order-desk phone no. 202/783-3238.)

Porter, Sylvia. Sylvia Porter's Money Book - How to Earn It, Spend It, Save It, Invest It, Borrow It and Use It to Better Your Life. New York: Avon Books, 1976. (Practical, comprehensive, detailed.)

Rogers, Mary and Nancy Joyce. Women and Money. New York: McGraw-Hill Book Company, 1978.

Ross, Susan C. The Rights of Women. New York: Avon Books, 1973.

Pamphlets from Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma, by Dorothy G. Blackwell and entitled:

The Family Manages
Getting and Staying Out of Debt
Leaks in Spending
Living with Less
Sharpen Your Shopping Skills
Stretching My Food Money
Consumer Credit: Rights and Responsibilities
Fair Credit Billing Act
Fair Credit Reporting Act
Equal Credit Opportunity Act
Managing Your Money
Shopping for Credit
Where to Get Credit
Your Credit Contract
You and the New Credit Laws
Know Your Rights - Fair Credit Billing

(Note: Similar pamphlets are available from your county extension center--listed under County Government in the Yellow Pages--sponsored by your land-grant college.)

ADDITIONAL REFERENCE:

Sawatzky, Joyce. Vocational Home Economics Education, Family Living. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1978.

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

INFORMATION SHEET

TERMS AND DEFINITIONS

Brainstorming - A group effort to freely produce wide-ranging ideas for some purpose.

Compassion trap - Restrictions to personal freedom caused by the mental attitude that one's duty is to serve others and sacrifice oneself.

Parkinson's Law - The principle that work expands to fill the time available for its completion.

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

ASSIGNMENT SHEET #1 - A SPENDING PLAN

An effective way to manage money is to control spending. An effective way to control spending is to set up and follow a spending plan or budget. Then you will know the amount of:

1. Your income
2. Your fixed expenses (rent, insurance, etc., which remain the same, time after time)
3. Your day-to-day living expenses (variable expenses).

Fill in the budget on the next page. The way you manage money is as important as the amount of your income.

If you are having difficulty in keeping expenses within your income limits, the next assignment, "Learning to Live on Less," should help.

A SPENDING PLAN

INCOME	Monthly Amount		Annual Amount
Take-home pay (only the actual amount you take home)	$	x 12	$
Other income (only the income you know you will receive)	$		$
TOTAL INCOME	$		$

FIXED EXPENSES	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Savings*													
Rent or House Payment													
Housing Expenses (insurance, taxes, etc.)**													
Insurance - Life**													
Insurance - Health**													
Insurance - Auto**													
Property Taxes**													
Installment Payments													
Other Fixed Expenses													
TOTAL FIXED EXPENSES													
VARIABLE EXPENSES													
Food													
Housing Expenses													
Utilities (gas, electricity, water, etc.)													
Repair and Maintenance (paint, paper, plumbing, etc.)													
Furnishings and Equipment													
Clothing													
Transportation (gas, oil, auto repair, bus fare, etc.)													
Medical and Dental													
Subscriptions to Newspapers, Magazines, etc.													
Membership Dues and Donations													
Personal Allowance (entertainment, candy, hair cuts, etc.)													
Other Variable Expenses													
TOTAL VARIABLE EXPENSES													
TOTAL EXPENSES (FIXED PLUS VARIABLE)													

Make sure that planned expenses do not exceed income.

*Savings - Treat savings as a fixed expense. No matter how small the amount, save some money for emergencies and for short-term and long-term goals.

**For large expenses not paid monthly, put money in savings each month to meet these expenses when they fall due.

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

ASSIGNMENT SHEET #2 - LEARNING TO LIVE ON LESS

Making a little money do the most good is a much-desired skill which can be learned and shared. Join your classmates in brainstorming ways to save/stretch money in the best ways. Brainstorming is a group effort (ideally, involving twelve or fewer people) to come up with ideas for some purpose. Your ideas in money management will, we hope, be as valuable for your classmates as theirs for you.

SUGGESTIONS FOR BRAINSTORMING:

1. Be productive; list lots of ideas--the more ideas, the better.

2. Continue the free flow of ideas without stopping to discuss, judge, analyze, or evaluate any idea.

3. Repeat ideas; add to and vary one another's ideas.

4. Be creative, imaginative, even wild with your ideas if you wish. Enjoy the silences in between ideas.

5. Continue generating ideas until group participants have exhausted their store of ideas.

The purpose of brainstorming is to freely produce wide-ranging possibilities for solutions to problems. Each group member can then select the ideas which she/he finds most helpful as possible solutions to problems.

Choose someone (a fast writer!) to list your ideas on the chalkboard. When you finish, compare your results with the list your teacher has (the results of several brainstorming sessions). Discuss the results and write down for future use the ideas which you find most helpful.

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

ASSIGNMENT SHEET #3 - SHOPPING FOR CREDIT

Pretend that you are borrowing $500 for 12 months. Go with your teacher to a bank, a credit union, a personal finance company or small-loan company, a department store, and a pawn shop. At each place, ask for the following information and write down the response:

1. Total of all finance charges in dollars and cents (the lender is required by the Truth-in-Lending law to tell you this amount):

   _____

2. Total amount you must pay back ($500 plus the amount of additional charges): _____

3. The annual percentage rate of interest (the basic interest rate charged for the amount loaned). When you compare annual percentage rates among lenders, you can easily see who is loaning you money for the lowest overall finance charge. The Truth-in-Lending law requires that you be given this information. _____

4. The amount of each of the 12 payments: _____

5. The penalty for a late payment: _____

6. The penalty for one or more payments skipped: _____

7. Bonus for paying off the contract early: _____

8. Lender's description of a person who is a good credit risk:

   a. _____

   b. _____

   c. _____

   d. _____

Special note: The Equal Credit Opportunity Act prohibits discrimination in credit transactions based on sex, marital status, age, race, color, religion, national origin, or receipt of public-assistance income. Because of this act, a displaced homemaker should contact her local credit bureau and places at which she has had credit and make sure that the credit is listed in her name as well as her former spouse's name. Then she will have a credit history for establishing herself to borrow money or open charge accounts.

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

ASSIGNMENT SHEET #4 - TIME IS MONEY

PART A

Time can be and often is as valuable as money. As you learned in the second assignment, "Learning to Live on Less," the way you spend your time can extend your income in dozens of ways and make life more comfortable for you. Have you ever thought about budgeting time the way you budget money? You "spend" 24 hours of the only life you have every day.

1. French Emperor Napoleon Bonaparte once told his aide, "Go, sir, gallop, and don't forget that the world was made in six days. You can ask me for anything you like, except time."

   a. What does this statement mean? _____

   _____

   _____

   b. From this statement, what value do you suppose Napoleon placed on time? _____

   _____

Fill in the blanks above and discuss your ideas with classmates during a class discussion period.

2. According to Parkinson's Law, work expands to fill the time available for its completion. In other words, if we have time on our hands, we extend our job to fill up the time.

   Can you think of examples which illustrate that Parkinson's Law is true? If so, write them down and share them with the class during a discussion period.

   a. Example - I vacuum and dust every day when once a week (month?) would do.

   b. _____

   c. _____

   d. _____

PART B

Have you ever thought about "budgeting" your time and getting a big "payoff" in freedom--the freedom to spend time on yourself? What do you really want to do? That might be a startling new idea if you have always given your time to others with no thought of yourself.

Listed below are some proven ways to save up a lot of time for personal use later. From your experience, add to the list and share the results with classmates.

One-Day-At-A-Time Savers

First thing every morning, make a "pending" list of tasks you plan to do during the day. Organize the list so that you can do two things at one time when possible (paste in green stamps while making telephone calls; keep a tape recorder and "Books on Tape" in your car and listen to books being read to you as you drive; tell stories to your grandchildren as you run errands).

1. Keep your list of "do's" flexible enough to skip over those activities which you cannot work into your schedule (you can work them in on another day).

2. When you complete your list of "do's" for the day, ask yourself "why?" for each activity listed. If you can't give yourself a good, justifiable, satisfying answer, mark through the activity and forget about it. You do not have to spend your life on trivia and busywork.

3. During the day, as you complete each task, mark the item off your pending list with gusto and satisfaction.

4. Include in your daily list a plan for spending at least two hours on yourself as a bonus for doing a good job of time management. Or save up these hours until you have an even greater block of time to spend on yourself.

Week Savers

At the beginning of the week, list the major tasks to be accomplished during the week and set a deadline for accomplishing each task. Then meet the deadline and enjoy the feeling of accomplishment, self-discipline, and control over your life. Savor each accomplishment by marking the task off your list and telling yourself how pleased you are with you!

Life Savers

Plan to spend the major part of your life in a job, career, or other activity which you truly enjoy. The "Job Readiness" and "Values Clarification" units of this curriculum material will help you do that.

The double payoff of converting "work" time to "pleasure" time is beyond compare in meaningful living.

1. Example - If you have always yearned to be a social worker but don't have a degree and can't get one, consider becoming an outreach worker for one of the social programs in your community (centers for older adults, women, minority persons, low-income persons, etc.).

2. Example - If you love interior decorating but don't have and can't get a degree, get a job in a building-materials center so that you can help contractors, homemakers, and others select paint, wallpaper, tile, house accessories, etc.

Worry Savers

1. Get rid of the clutter around you. Then you can stop wasting so much time hunting and digging around in all that mess. Have a "blast out" house cleaning. Throw away, give away, or sell the excess clutter (unused pots and pans, unworn clothes, outdated records, papers, etc.). You won't believe the feeling of order and control this "catharsis" will give to your life until you try it.

2. Shop and run errands only once per week. Keep a continuous shopping and errand list all week. On shopping/errand day or night, organize your shopping list and write down the places you must go to in the order of your stops.

3. When you cook or bake, double or triple the recipe and freeze the extra food.

4. Keep a pocketful of postcards. Eliminate errands and telephone calls by jotting a quick message or request on the postcard.

5. Learn to say no. (See next assignment.)

6. Use your extra time in feeling good about your accomplishments and in pleasing your best friend (you).

Other Savers

Now list additional time savers which have worked for you. Then share with classmates the results of your list as well as your ideas about the suggestions listed above.

Example 1. Iron during my favorite television programs.

Example 2. When I am very upset, I do physical work (clean cabinets, pull weeds, clean out the refrigerator, mow the lawn, build or repair something with hammer and nails, etc.). When I stop worrying, at least I have something accomplished and I feel better.

Example 3. I schedule my hardest jobs for the time of day when I function best and schedule my easiest/most enjoyable jobs for when I am tired.

4. I keep a list of small jobs to be done during the "odds and ends" of time during the day. I also keep reading material and writing supplies at hand for unexpected waiting periods during the day.

5. _____

6. _____

7. _____

8. _____

Worth Thinking About: Managing time and getting things done does not take a special, mysterious ability which only a few people have. To manage your time well, simply make up your mind to organize your life and get after it!

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

ASSIGNMENT SHEET #5 - RECLAIMING TIME BY LEARNING TO SAY NO

PART A

Place an "X" to the left of the statements below which apply to you. Then list additional "because" statements which you think are important.

Even when I would like to say no, I have difficulty saying no to requests for my time:

_____ because it is my duty to be cooperative.

_____ because I might appear selfish to others.

_____ because I might hurt someone's feelings or make someone mad.

_____ because service to others is what life is all about.

_____ because I need approval from others.

_____ because I am generous, therefore must say yes.

_____ because I am understanding and helpful, therefore must say yes.

_____ because I don't know how to say no without feeling guilty.

_____ because others come first.

_____ because I must avoid bad feelings or conflict at almost any cost.

_____ because it is easier to say yes than to cope with my anxiety when I say no.

_____ because I would be putting my needs ahead of someone else's needs.

PART B

Springing the Compassion Trap

If you placed an "X" by five or more of the statements above, your mind has you locked into the "compassion trap." The compassion trap is a mental attitude (it's all in your mind!) that your duty is to serve others and sacrifice yourself.

Since the compassion trap is a mental attitude, the way to spring the trap is to change your mind--not an easy job, because your ideas about "my time is your time" (your equals family, friends, neighbors, community, school, church, etc.) result from years of socialization to believe just that.

As a beginner for changing your mind, try the following exercises.

The three-part statements (syllogisms) below compose a form of reasoning (deductive) in which the first two statements (premises) lead to a logical conclusion. In the following statements, write the logical conclusions in the space provided. Then discuss with classmates how you <u>feel</u> about each conclusion.

1. Equality of time under the sun.

   Every person has 24 hours in each day. (major premise)
   The individual who just asked for my time is a person. (minor premise)
   Therefore, _____. (logical conclusion)

2. "Time is the stuff life is made of."

   Each person's time is an important "slice of life." (major premise)
   I am a person. (minor premise)
   Therefore, _____. (logical conclusion)

3. My time is <u>not</u> your time.

   Every person has the right to refuse demands on her/his time without feeling guilty. (major premise)
   I am a person. (minor premise)
   Therefore, _____. (logical conclusion)

PART C

<u>Saying No Effectively</u>

Convincing yourself is the most difficult part of learning to say no to demands on your time. Spend the next few minutes talking with yourself about the situation described below. Fill in the blanks and share the results with your classmates in a class discussion.

<u>Situation</u>

You are getting ready to go to your vocational-technical education class when the phone rings. Your daughter-in-law wants to know if you will spend the afternoon helping her get her car started. You say, "No, my class starts in an hour," and she becomes very silent. As a result, you feel terrible throughout your vocational-technical education class because your internal "victim" responses keep saying:

My family will be mad at me.

My family's needs are more important than my needs.

I'm selfish; it's wrong to say no to my family.

I'm just awful.

I am responsible for keeping my family happy.

Questions Worth Asking

1. What is the worst thing that can happen in this situation? _____

2. How likely is the "worst" to happen? _____

3. Why am I choosing to let someone else's behavior control me? _____

4. Why do I allow my need for approval to give someone else control over my feelings? _____

5. Why do I give someone else's behavior more significance than my own?

6. What is my reward for this misery? _____

7. What is the cost for this misery? _____

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

UNIT TEST

NAME_____ SCORE_____

1. List five ways to save money which you learned during work on this unit.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left of each statement.

   _____a. An effective way to manage money is to control spending.

   _____b. During brainstorming, the group should stop and analyze every idea.

   _____c. An effective way to control spending is to set up a spending plan or budget.

   _____d. Time can be as valuable as money.

   _____e. The way you spend your time can extend your income.

   _____f. Learning to say no is a good way to reclaim time as yours.

3. Match the terms on the right to the correct definitions by placing the appropriate number in the blanks provided.

   _____a. A group effort to freely produce wide-ranging ideas for some purpose.

   _____b. Restrictions to personal freedom caused by the mental attitude that one's duty is to serve others and sacrifice oneself.

   _____c. The idea that work expands to fill the time available for its completion.

   1. Parkinson's Law
   2. Brainstorming
   3. The compassion trap

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (25 points)

   Answers are individual.

2. (60 points)

   a. T

   b. F

   c. T

   d. T

   e. T

   f. T

3. (15 points)

   a. 2

   b. 3

   c. 1

TRAINING

MANAGING RESOURCES (MONEY AND TIME)

SURVEY

1. What in this unit was most helpful to you? _____

   _____

   Why? _____

2. What in this unit was least helpful to you? _____

   _____

   Why? _____

3. If you were the teacher, what would you add to this unit? _____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you? _____

   _____

   _____

5. How could the classmates be more helpful? _____

   _____

6. How could the teacher be more helpful? _____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific. _____

   _____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not. _____

   _____

   _____

   _____

   _____

UNIT 3: JOB READINESS

TRAINING

JOB READINESS

UNIT OBJECTIVE

After completing this unit, the student should be able to conduct a successful job campaign. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Identify job-related homemaking skills and abilities.
2. Identify job-related volunteer skills and abilities.
3. Identify paid work skills and abilities.
4. Identify jobs/careers which match the student's strengths and abilities.
5. Identify jobs/careers which correspond with the student's values.
6. Prepare a functional resume based on the skills-identification assignments.
7. Prepare a cover letter to accompany the resume.
8. Know where to apply for a job.
9. Develop effective interview skills.
10. Establish assertive interview follow-up techniques (including the interview follow-up letter).
11. Experience the confidence and satisfaction of identifying one's skills and viewing these skills in a new, objective way.
12. Experience increased self-esteem in viewing homemaking as a first career and a foundation which can be built upon.

TRAINING

JOB READINESS

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.
2. Provide student with information and assignment sheets.
3. Discuss unit and specific objectives.
4. Discuss information and assignment sheets.
5. In preparation for Assignment Sheet #6, "Job Interview Practice," invite personnel representatives from local agencies and businesses to role play job interviews. These representatives will give the credibility, confidence, and practical information which your students deserve after all their hard work leading up to the interview practice.
6. Administer unit test.
7. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - Skills Identification
   - Assignment Sheet #2 - Job Identification
   - Assignment Sheet #3 - Values Check
   - Assignment Sheet #4 - Resume Preparation
   - Assignment Sheet #5 - Cover Letter and Follow-up
   - Assignment Sheet #6 - Job Interview Practice
   - Assignment Sheet #7 - Interview Follow-up

4. Unit test

5. Answers to test

6. Survey

UNIT REFERENCES:

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Crystal, John C. and Richard N. Bolles. Where Do I Go from Here with My Life? New York: The Seabury Press, 1974.

Fader, Shirley Sloan. From Kitchen to Career. New York: Stein and Day, 1977.

Girl Scouts of America. From Dreams to Reality: A Career Exploration Program. New York: Program Department, 830 Third Avenue, NY, NY 10022.

Keeney, Marie R. The Homemaker's Job Hunting Guide. Harrisburg: Pennsylvania Commission for Women, May 1977.

Loring, Rosalind K. and Herbert A. Otto. New Life Options: The Working Woman's Resource Book. New York: McGraw-Hill, 1976.

Nudel, Adele. For the Woman over Fifty: A Practical Guide for a Full and Vital Life. New York: Taplinger Publishing Co., 1978.

Older Women's League Educational Fund. Displaced Homemakers: Program Options...An Evolving Guide. Developed for National Training Conference, Baltimore, Maryland, October 12-14, 1978.

Scholz, Nelle Tumlin; Judith Sosebee Prince; and Gordon Porter Miller. How to Decide, A Guide for Women. New York: College Entrance Examination Board, 1975.

Vermont Governor's Commission on the Status of Women. Job Hunt Workbook, A Step-by-Step Guide to Getting Your Job. Montpelier: Author, 1977.

ADDITIONAL REFERENCE:

Sawatzky, Joyce. Vocational Home Economics Education, Family Living. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1978.

TRAINING

JOB READINESS

INFORMATION SHEET

TERMS AND DEFINITIONS

Resume - A summary of a job applicant's experience, education, ability, etc.

Values - Personal beliefs which indicate to each person what is desirable and worthwhile.

SUGGESTIONS FOR THE JOB SEARCH

1. Tell everybody you know that you are looking for a job. A lot of jobs are filled by word of mouth without being advertised. If you could find an unadvertised job by circulating and letting those you know help you look, you would readily eliminate much of the competition.

2. Check the yellow pages of your telephone directory and apply for jobs with organizations which hire persons with your skills. (Small organizations often need people with general skills in several areas. The director of a multipurpose center for older adults, for example, would be glad to find an assistant who could write, speak, play the piano, and repair the building.) Act in advance instead of reacting (along with masses of others) to a job advertisement. You will also be demonstrating that you have initiative, which is an excellent qualification for any job.

3. Look for a women's center in your area for support, employment counseling, and information.

4. Check with the local colleges, universities, or vocational-technical schools for career/job counseling and information.

5. Check the newspaper job advertisements daily. Realize that published job qualifications are sometimes written in haste and do not always reflect the qualifications acceptable for a job. Therefore, apply for jobs which you can do regardless of what the qualifications say.

6. Ask the local librarian to help you find employment information.

7. Register with your state employment office and check with them frequently.

8. Check the community bulletin boards (library, city hall, court house, etc.).

9. Consider starting your own business. Write to the U.S. Small Business Administration (SBA), Washington, D.C. 20416, and ask for the free list of SBA publications (SBA pamphlet 115A and SBA pamphlet 115B). In addition, ask for the free brochure "Women and the Small Business Administration" and for the address of your SBA field office.

   The Small Business Administration can furnish you with free technical assistance and possibly a business loan.

INTERVIEW PROBLEMS THAT YOU CAN CORRECT*

Many people miss good jobs simply because they don't present themselves in the most favorable light during their interviews. Below are five common negative impressions people make and suggestions for minimizing these negative impressions.

1. You don't appear enthusiastic - Spend five minutes before the interview thinking about being bright-eyed and enthusiastic. Comment positively on what your future employer talks about. Smile.

2. You overwhelm your interviewer - Before the interview, spend five minutes thinking about listening a little more and being quieter or less aggressive in your discussion.

3. You appear anxious and nervous - Be assured that everyone is nervous. Your job is not to appear overly nervous. Dont' tap your fingers, jingle keys, etc. Grip the arms of the chair firmly and don't smoke even when offered a cigarette. (Smoking gives away nervous habits.) Sit up straight. Five minutes before the interview, go over all the positive things about you, and your confidence in yourself will overcome your anxiety.

4. You appear flip or nonchalant - Pretend that this is your only chance for a job. With this idea in mind, your indifference (or seeming indifference) should vanish.

5. You talk too loud, too soft, too fast or too slow - To pinpoint any of these faults, listen to a recorded tape of yourself or have a friend listen to the tape. Practice speaking in front of a mirror or in front of a friend. Concentrate on correcting speech patterns every time you speak.

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*These suggestions for correcting interview problems were furnished by and are used with the permission of the Great Plains Area Vo-Tech Center, Lawton, Oklahoma.

CHARACTERISTICS CAUSING REJECTION OF JOB APPLICANTS*

According to a study of 153 companies, the following negative characteristics are frequently responsible for the rejection of a job applicant:

1. Poor personal appearance
2. Overbearing, overly aggressive, conceited; has "superiority complex"--knows it all
3. Unable to express self clearly; poor voice, diction, grammar
4. Has not planned for career; no purpose and goals
5. Lacks interest and enthusiasm
6. Lacks confidence and poise; is nervous and ill at ease
7. Fails to participate in activities
8. Overemphasizes money and company benefits
9. Poor scholastic records
10. Unwilling to start at the bottom
11. Makes excuses for unfavorable factors in her/his record
12. Lacks tact
13. Lacks courtesy; is ill-mannered
14. Lacks maturity
15. Lacks social understanding
16. Shows marked dislike for school
17. Fails to look interviewer in the eye
18. Has a limp handshake
19. Is indecisive
20. Submits a sloppy application blank
21. Is late to interview without a good reason

---

*These characteristics causing rejection of job applicants were furnished by and are used with the permission of the Great Plains Area Vo-Tech Center, Lawton, Oklahoma.

TRAINING

JOB READINESS

ASSIGNMENT SHEET #1 - SKILLS IDENTIFICATION

Be as careful as possible in completing these "Skills Identification" worksheets. This information is the basis for your resume. This information will also assist you greatly in completing job application forms. (Most job application forms differ from one to the next. Therefore, an application form is not included here.) Keep this "Skills Identification" material with you throughout your job search.

Name_____

Address_____

Telephone_____

Date_____

HOMEMAKER-RELATED SKILLS

Job title: Homemaker

From_____ to_____

From_____ to_____

Total number of years as full-time homemaker_____

Skills: From the following list of homemaking-related job skills, underline each skill which you possess. In the space provided after each skill listing, write out what you did to acquire the skill (be specific).

List and explain (say what you did to acquire the skill) additional skills which you have. Your homemaking skills are valuable. Treat them as prized assets, because they are.

Financial Management

1. Budgeting (for family, church, organizations, etc.)

2. Maintenance of family financial records or financial records for an organization (paying bills, reconciling checkbooks, making investments, etc.)

3. Cost analysis (every time you think about the best buy and list your purchasing choices)

4. Comparative shopping (every time you as a purchasing agent shop for the best buys in groceries, household items, furniture, appliances, insurance, property, investments, etc.)

5. Preparation of state and federal income tax forms

6. Other

Public Relations

1. Fund raising

2. Working in a campaign (political, financial, church, etc.)

3. Writing a newsletter, an article, a press release, etc.

4. Tour-guide activities

5. Public speaking

6. Entertaining

7. Negotiating

8. Other

Administration

1. Activity supervisor (supervising community or personal projects--a party, a scout troop, a church group, etc.)

2. Planner (scheduling time; setting priorities; writing goals, objectives, lists of activities, etc.--for community or personal projects). Example - a week of menu preparation for a large group

3. Activities coordinator (acting as liaison between persons or groups involved in projects--rummage/garage sales, banquets, school carnivals, etc.; obtaining resources--people, materials--for projects, programs, meetings, etc.)

4. Office manager

5. Other

Technical Skills

1. Writer (articles, grant applications/proposals, poems, stories)

2. Researcher

3. Teacher (crafts, bird watching, songs, archery, camping skills, etc.)

4. Child care

5. Animal care

6. Nursing

7. Chauffeuring

8. Lay counseling (crisis intervention and routine counseling)

9. Typing

10. Bookkeeping (for family business?)

11. Home maintenance, repair, and beautification:

- Home weatherization (weatherstripping, caulking, etc.)
- Plumbing (minor/major)
- Woodworking (repair or construction)
- Rehabilitation: paneling, interior painting, wallpapering, tile installation (floor or wall), etc.
- Exterior house painting
- Interior decorating
- Flower arranging
- Landscaping
- Caring for lawn, flower garden, etc.
- Household technician (housekeeping skills)
- Other

Useful Arts

1. Chef skills

2. Sewing

3. Other needlework (knitting, crocheting, quilting, etc.)

4. Designing (clothing, furniture, etc.)

5. Arts/crafts

6. Gardening

7. Canning/preserving food

8. Other

Fine Arts

1. Painting, sketching, drawing, etc.

2. Other

Additional Homemaking-Related Skills

1. Catering

2. Other

VOLUNTEER AND PAID WORK EXPERIENCE (sample entries provided)

From - To	Job Title	Vol.	Pd.	Company or Organization	Very Specific Responsibilities
5/60-4/61	Treasurer	X		Avo County Home Extension Club Route 1 Avo, Kentucky 426/333-2310	Received and expended $2500. Reconciled checkbook. Prepared monthly financial statements.
2/61-5/64	Weatherizer of homes		X	Avo County Commissioners Court House Avo, Kentucky 426/231-3160	Operated insulation machine. Caulked cracks. Weatherstripped doors. Installed plastic over windows.

EDUCATION (including special courses, workshops, seminars; sample entries are provided for clarification; list your educational experience in chronological order)

From - To	School or Organization	Educational Emphasis	Work Completed Length of Study	Degree
9/46-5/50	Avo High School Avo, Kentucky	English	4 years	H.S. diploma
9/50-5/52	Avo State College Avo, Kentucky	Veterinary medicine	4 semesters	
4/70-	Women's Resource Center Avo, Kentucky	Home repair	25 hours	
5/79-	Governor's Commission, Status of Women	Women and money	1 day	

SPECIAL SKILLS, TALENTS, HOBBIES

What have we missed that would strengthen your job qualifications? Do you play a musical instrument; speak/write a foreign or Native American language; have special knowledge/expertise because of some hobby; have special licenses or certifications; operate a machine--film projector, truck, tractor, calculator, typewriter, power hand tools, etc.?

List your special abilities below:

SPECIAL AWARDS/ACHIEVEMENTS

Did you receive a perfect-attendance certificate, scholarship or achievement recognition, an athletic or citizenship award in high school?

List your special awards/achievements below:

MEMBERSHIPS IN ORGANIZATIONS

Now that you realize how capable, experienced, and employable you are, begin selecting the type of job most appropriate for you. Forty hours per week (or more) is a long time to spend being miserable in the wrong kind of job. We hope the next assignments will help you decide how to spend the important years ahead in the happiest, most productive way.

TRAINING

JOB READINESS

ASSIGNMENT SHEET #2 - JOB IDENTIFICATION

In the space below, place an "X" in the "Ability Check" column for each ability listed which you possess. Then, list your other abilities which are not included in this list and place an "X" by each ability you add.

Following this abilities list is a list of jobs or careers. Look over the list carefully and add any jobs/careers which interest you but are omitted from the list. Then, write the names of the four jobs of your choice that best match each ability by which you placed an "X." Space is provided after each ability for listing the four jobs. Choose jobs which you would be happy doing. When in doubt, reach, dream, and aim high. Remember, you are not locking yourself into a straitjacket. You can stay flexible, reconsider, and change your mind as often as you like.

My Abilities I am:	Ability Check	Job #1	Job #2	Job #3	Job #4
Mechanical - good with machines					
An excellent cook					
Manual - good with my hands					
Self-disciplined					
Intellectual - good with my mind					
Social - good with people					
Physical					
Mathematical					
A good listener					
An organizer of people					
An organizer of materials/ideas					
Independent					
A teacher					
A writer					

My Abilities I am:	Ability Check	Job #1	Job #2	Job #3	Job #4
Artistic/creative					
Persuasive					
Athletic					
Musical					
A public speaker					
Clerkly					
Reserved					
Other					

Now, look at the results. Does a particular job keep showing up in your list? Do several jobs seem equally suitable for you? If you are having difficulty selecting from among several possibilities, the next assignment should help.

JOBS AND CAREERS LIST

- Accountant
- Accounting clerk
  - Bank clerk, teller
  - Bookkeeper
- Actress/actor
- Administrative assistant
- Administrator
- Advertising worker
- Agricultural occupations
- Animal caretaker
- Announcer
- Architect
- Artist
  - Letterer
  - Photograph retoucher
  - Sign painter
- Assembler in manufacturing
- Astronomer
- Attorney
- Automobile mechanic
- Baker
- Barber
- Bartender
- Beautician
- Bill collector
- Bricklayer
- Building superintendent
- Camp director
- Caretaker of property
- Carpenter
- Carpenter's apprentice
- Carpet installer
- Cashier
- Caterer
- Chef/cook
- Chemist
- Child monitor
- Claims adjuster
- Clergyperson
- Clerical worker
- Clerk
  - Accounting
  - Bank
  - Clerk-typist
  - File
  - Inventory
  - Stock
  - Tool
- Companion
- Computer occupations
- Conciliator
- Corrections officer
- Counselor - camp
  - Other
- Dancer
- Dental occupations
  - Dentist or assistant
- Designer
- Detective
- Dietician
- Draftsperson
- Dressmaker
- Driver
  - Bus
  - Sales route
  - Taxi
  - Truck
- Editor
- Embalmer
- Engineer
- Fire fighter
- Food service occupations
  - Grocery
  - Restaurant
- Forester
- Funeral director
- Geologist
- Guard
- Guide
- Health occupations
  - Nurse
  - Nurse's aide
  - Orderly
  - Physician
- Historian
- Home economist
- Hotel manager
- Housekeeper
- Insulation installer
- Insurance agent
- Interior decorator/designer
- Interpreter
- Landscaper
- Laundry/dry cleaning worker
- Library aide
- Machine operator
  - Billing
  - Office
  - Production (manufacture)
- Machinist
- Mail carrier
- Manager - store
  - Hotel
- Mathematician
- Mechanic
- Meter reader
- Musician
- Painter
- Paperhanger
- Park
  - Recreation
  - Service worker
- Pharmacist
- Photographer
  - Photo developer
- Plumber
- Plumber's apprentice
- Police officer
- Proofreader
- Public relations expert
- Purchasing agent
- Real estate agent
- Receptionist
- Recreation center director
- Recreation center leader
- Repairer
  - Appliance
  - Automobile
  - Jewelry
  - Locksmith
  - Machine
  - Shoe
- Reporter
- Research worker
- Reservation clerk, hotel
- Restaurant industry worker
- Roofer
- Sales worker
  - Automobile
  - Insurance
  - Manufacturing
  - Parts
  - Real estate
  - Retail trades
- School personnel
  - Counselor
  - Librarian
  - Social worker
  - Teacher
- Secretary
- Singer
- Social service occupations
  - Aide
  - Worker
- Sociologist
- Stenographer
- Surveyor
- Tailor/seamstress
- Teacher
- Teacher's aide
- Telephone industry worker
  - Installer
  - Operator
- Travel agent
- Typist
- Veterinarian
- Welder
- Yard worker
- Other: _____

_____

_____

TRAINING

JOB READINESS

ASSIGNMENT SHEET #3 - VALUES CHECK

In the space below, place an "X" in the "Values Check" column by each value that is very important to you. Then, list your other values which are not included in this list and place an "X" by each value you add.

A value is your personal belief which indicates to you what is desirable and worthwhile. You be the judge and follow your own thoughts in listing additional values.

Finally, place an "X" in the "Yes" column if you think your job choice and the value marked "X" correspond. Place an "X" in the "No" column if you think your job choice and the value marked "X" do not correspond. For example, if your job choice is production machine operator and you value job security, money, and leisure time, you have probably made an appropriate choice. If, however, you value social change, freedom, and variety, you would probably not be happy as a production machine operator.

Job choice_____. (Use separate assignment sheet for each job choice.)

My Values	Values Check	Job Choice Corresponds with Value Marked "X"? Yes	No
Working with people			
Working alone			
Job security			
Career potential			
Social change			
Future earning potential			
Flexibility in working hours			
Free mornings			
Free afternoons			
Free evenings			
Status			
Leading others			

My Values	Values Check	Job Choice Corresponds with Value Marked "X"? Yes	No
Following others			
Power			
Leisure time			
Outdoor work			
Money			
Working under pressure			
Freedom			
Working in relaxed atmosphere			
Creativity			
Service			
Variety			
Praise			
Accomplishment			
Other (list):			

After you have selected the job which suits you best, check on the job availability at employment offices, through the Yellow Pages, at local colleges/universities, etc. If there are few opportunities for the job you have selected, either:

1. settle for your second or third choice in order to start with a reasonable chance of getting a job, or

2. be exceptionally assertive and persevering.

If you have completed all the assignments so far in this "Job Readiness" unit and are still confused about a job suitable for you, ask your instructor to refer you to an employment counselor.

TRAINING

JOB READINESS

ASSIGNMENT SHEET #4 - RESUME PREPARATION

A resume, a summary of your experience, education, ability, etc., also illustrates how capable and interesting you are, demonstrates that you are orderly and organized, and introduces you to a prospective employer. Therefore, a resume improves your chances for almost any job and should be given out at every opportunity.

Use relevant items from your "Skills Identification" form and begin to organize your resume. Don't try to cram everything into a resume. Select items related to a specific job objective, if you have an objective. If not, select and arrange the items which present you at your employable best. If you don't list a specific job objective on your resume, state the objective in your cover letter. You can then easily change the objective, if necessary, when you apply for different jobs because you will write a new, original cover letter for each job application.

In preparing your resume:

1. Be brief, clear, direct, and specific (a one-page resume is recommended).
2. Emphasize your strengths (never be negative).
3. Be honest and accurate. Your interviewer will compare you with the person you describe in your resume.
4. Stay businesslike (don't list age, religion, marital status, family information, or references, unless these items are job related).
5. Neatly type and space your resume for the most attractive appearance.
6. Ask your instructor and classmates to check your resume for spelling, clarity, etc.
7. Make lots of copies for distribution.

Format for a Functional Resume

(Two sample resumes follow)

Name
Address
Telephone number

Work Experience

List homemaking and volunteer experience as work experience.

If possible, list specific work experiences which illustrate that:

You have initiative (started an organization or activity of some kind?).
You are persevering (raised funds for six consecutive years?).

You are responsible (had perfect attendance, good grades, etc.?).
You are cooperative (worked with groups of people?).
You are hard working (tackled some big jobs?).
You are dependable (stayed with a specific project for years?).

Organize your work experience in any logical manner. Homemaking work in your "Skills Identification" form is organized under the headings of:

Financial management
Public relations
Administration
Technical skills
Useful arts
Fine arts
Additional homemaking skills (other)

Use any or all of these work-experience categories if you wish, or think of other categories.

Education and Training

List both formal education and training from most recent to least recent or from the most job-relevant to the least job-relevant. Training should include seminars, workshops, meetings, etc., in which you learned something of value even though you did not receive transcript credit from an educational institution.

Special Qualifications
Honors and Awards
Organizations

See "Skills Identification" assignment. If you have activities in these areas, list the activities only if they relate to jobs for which you intend to apply.

If you have no activities, omit these sections.

Omit political and church organizations unless they are relevant to the job sought.

References

Say that you will submit references upon request. Then, call three people you wish to use as references and get their cooperation and support (do not use relatives). List your references' names, addresses, and phone numbers on a separate sheet. Give the reference sheet to prospective employers who ask for references.

RATIONALE FOR A FUNCTIONAL (VERSUS CHRONOLOGICAL) RESUME

You are using the functional resume format because a functional resume emphasizes what you did. The functional resume also allows you to list homemaking and volunteer experience as work experience. (The other kind of resume format is chronological. A chronological resume emphasizes when you worked and when you advanced in a paid work situation.)

SAMPLE RESUME

Nora Martin

1603 Avondale, Norman, Oklahoma 73070 (405) 964-3201

Employment Objective: Nursing home manager or director of programs in a multipurpose center for older adults.

EXPERIENCE

Financial Management

1950-1979 Maintenance of financial records for family farm, including paying bills, reconciling checkbook, posting ledgers, filing state and federal income taxes, and filing Social Security taxes.

Executrix of estate upon husband's death in 1979.

Administration

1970-1976 Coordinator of exhibits in the Women's Building during the annual county fair for six consecutive years.

Public Relations

1970-1978 Reporter for the Mayor's Council on Aging, Cleveland, Oklahoma. Issued press releases and reports to state legislators about issues of concern to older adults.

1977-1978 Lobbied in the State Legislature for bills to permit advertising of eyeglasses and reduction of utilities costs.

EDUCATION AND TRAINING

Garville High School Garville, Oklahoma	High School Diploma	1950
1976	Financial Management Workshop Oklahoma State University Days for Women Stillwater, Oklahoma	
1976	Estate Planning Seminar Governor's Commission on the Status of Women Oklahoma City, Oklahoma	
1979	Home Maintenance and Repair Course Moore-Norman Vocational-Technical School Norman, Oklahoma	

SPECIAL QUALIFICATIONS

Play the piano.
Sew at an advanced level.
Operate 16-mm film projector.
Basic plumbing and carpentry skills.

CURRENT ORGANIZATIONS

Member - County Nutrition Council
Member - American Agri-Women
Vice President - Mayor's Council on Aging

REFERENCES

References will be submitted upon request.

SAMPLE RESUME

Ellen Bigcrow

Route 2, Box 100, Pawnee, Oklahoma 74079 (918) 632-1011*

Employment Objective: A position such as teacher's aide which utilizes experience in child rearing and teaching.

EXPERIENCE

Family Relations

As mother of four grown children, two girls and two boys, I have developed patience and understanding in working with children of all ages. Also, our home has always been a favorite place for neighborhood children as well as our own.

Public Relations

As a member of the Tribal Grievance Committee, Oshoe Tribe, I have gained valuable experience in working with people. Resolving grievances through (a) talking before the General Council and (b) talking with individuals involved in grievances has developed my ability to relate well with others. During the past four years, I have helped settle ten grievances.

Teaching

From 1952 to 1974, I spent 22 years in telling my children stories about our Native American people and in helping the children develop their abilities to draw and sketch.

EDUCATION

May 1944 — Completed fourth grade, Jefferson School, Shawnee, Oklahoma

February 1978 — Completed a one-year adult education life-coping skills course sponsored by the Oshoe Tribe. Completed 102 class hours (2 hours per week) with a perfect attendance record.

SPECIAL SKILLS

Write and speak both the Oshoe and the English languages.

REFERENCES

References will be furnished upon request.

*If you do not have a home phone, use the number of a reliable person who will give you a phone message. List two phone numbers when possible--yours and a reliable person's--to avoid missing that important call if you are not at home.

TRAINING

JOB READINESS

ASSIGNMENT SHEET #5 - COVER LETTER AND FOLLOW-UP

A cover letter goes with your resume to introduce you to a prospective employer and to personalize your request for a job. In preparing the cover letter:

1. Write to a specific person at the place you want to work. "To Whom It May Concern" is too general. "Dear Sir" is both sexist and too general. If you don't know anyone at the place you wish to work, call the receptionist and ask for the name of the personnel director. If there is no personnel office, ask the receptionist to whom you should address your cover letter.

2. Be brief and clear.

3. List the specific job for which you are applying.

4. Mention a couple of your skills which would benefit the employer if you were given the job. (Keep in mind that the prospective employer has her/his company's needs in mind, not necessarily your needs. Therefore, know as much as you can about the company and how you could fit in and assist.)

5. Enclose your resume.

6. Say that you will call within a few days for an interview.

   On the day after you think your resume arrived, call the person to whom you wrote and ask for an interview. Deal directly with persons in a position to hire you; you may be wasting your time otherwise.

Job hunting is a tough assignment which almost everyone encounters several times during a lifetime. So you are far from alone in this experience. Your age has given you more time to develop strengths, abilities, and judgment. Therefore, your age will make you an ideal employee. Do not hesitate, then, to emphasize the benefits which age bestows.

SAMPLE COVER LETTER

Date

Ms. Audrey Smith, Personnel Director
ABC Company
P.O. Box 4021
Ames, Illinois 42601

Dear Ms. Smith:

Because your company frequently hires production machine operators, I am applying for a job as production machine operator.

I will have completed 72 hours of machine-shop training at Ames Vocational-Technical School as of April 17. This training has given me a working familiarity with lathes, universal grinders, surface grinders, and milling machines.

You will find additional information about my qualifications in the enclosed resume.

I will call on (date) for an interview and look forward to talking with you further about employment at the ABC Company.

Sincerely,

Ima Winner

Ima Winner
612 Arlington Way
Ames, Illinois 42601

Encl: Resume

TRAINING

JOB READINESS

ASSIGNMENT SHEET #6 - JOB INTERVIEW PRACTICE

INTERVIEW TIPS

You have had a lifetime of experience in talking and getting along with people. Each interviewer will simply be another person (your hostess/host for half an hour) in your life. Think of your interviewer as a human being just as you are. Your interviewer will be comparing you with the person you describe in your resume. If you have described yourself accurately in your resume, your interview should go smoothly. Isn't it a relief to know that you must be you instead of "Ms. Perfect"?

*1. Learn something about the company you are interviewing with. Find out what the company does and how the job you are seeking fits into this picture. If you are using a private employment agency or a public employment program, be sure they provide you with this information. If you set up the interview on your own from a newspaper ad or a friend, you may need the services of the library to assist you.

*2. Check to see that your fingernails are clean/trimmed and that your hands are clean.

*3. Make sure your hair is neat and clean.

*4. Pay attention to your scent. Make sure your perfume or after-shave is not too strong. Do bathe regularly.

*5. Get a good night's sleep before each day of searching for employment.

*6. Dress as though you already had the job. Don't dress for a wedding or for a baseball game. The following is a general rule of thumb:

a. For a person seeking a blue-collar job (male or female), wear casual slacks (not blue jeans) and a clean casual shirt (not T-shirt, tank top, or halter) tucked in. Wear enclosed shoes (no sandals) with socks.

b. For a person seeking a white-collar job, wear dress slacks, jacket, and tie (male). Women still find it much easier to secure a job if they wear a dress (not too short), hose, and dress shoes.

If your hair is long and you are applying for a position for which your hair might be a safety hazard, secure it back for the interview.

*7. Have some money with you. You never know what may happen.

---

*Suggestions marked by an asterisk were furnished by and are used with the permission of the Great Plains Area Vo-Tech Center, Lawton, Oklahoma.

*8. Have job transportation and child care arranged.

*9. Don't take anyone with you to the interview. If someone must transport you, have that person wait in the car.

*10. Get to the interview on time. Plan your route if you haven't been there before. Your prospective employer's secretary could provide you with route information. Plan to be 15 minutes early. Call if you must be late or postpone the interview. If you have time, make a practice run.

*11. Go to the bathroom before your interview. It is embarrassing to interrupt an interview to "go," and you do want to be as comfortable as possible during this time.

*12. If you are asked to wait, don't show impatience. Use this time to go over the points you want to cover about yourself in the interview.

*13. Be sure to take a pen and pad to the interview. Take any papers you might need such as Social Security card, birth certificate, driver's license, and school records. It is best to write down at home the information you will need to fill out the job application and take this information with you. Write out previous employers' names, employment dates, salary, supervisor, job title, reason for leaving, and names and full addresses of three references. If you do not have a home phone, be sure to have the number of a reliable person who will give you a telephone message.

*14. Be sure your application is filled out as neatly as possible.

*15. Take notes during the interview if you wish. You might consider writing down some questions before you go into the interview. Then ask the questions at appropriate times during the interview.

16. In order to create a good first impression:

    a. Smile warmly.

    b. Look directly into the interviewer's eyes.

    c. Shake hands firmly (offer your hand).

    d. Speak up with a natural expression, such as, "Thank you for inviting me to this interview."

    e. Sit as close to the interviewer as you can. Conversation across the room is awkward and formal.

    f. Sit back in your chair without crossing your legs. (Sitting on the edge of your chair will make you look and feel more nervous.)

---

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17. Begin the interview assertively. Look around the room and if some item catches your genuine interest, say so.

    a. Example - "How pleasant to be surrounded by plants while you work."

    b. Example - "What a nice view from your window."

    c. Example - "What a good-looking family picture. Is that a recent picture?"

18. Respond naturally during the interview.

    *a. Plan to control your part of the interview. Don't leave the interview without stating all the positive points about yourself to the interviewer. Think about these points at home before your appointment.

    *b. Be prepared to listen as well as talk. Your future employer wants to hire a person who can listen as well as talk. By listening you can find out what the company needs. When it is your turn to talk, you can fit yourself into those needs.

    *c. Give definite responses to questions; don't sound unsure of yourself.

    *d. Look the interviewer in the eye during your conversation.

    *e. Smile.

    *f. Make sure you get the interviewer's name right and use the name a few times during the interview.

    *g. Let the interviewer lead with the questions, but show an interest in the company by asking a few questions about it and the job.

    h. Wait until the interviewer completes the statement/question before you respond. Breaking in will make you appear nervous, impolite, and overly eager.

    i. Stop when you have responded briefly, positively, and specifically to the question asked (remember, no negative statements about yourself, and no long stories about how wonderful you are).

    *j. Be willing to take constructive criticism; this is a sign of maturity.

    *k. Show interest and enthusiasm.

    *l. Be willing to go to work at the location where you are needed.

    *m. Be willing to start at the bottom.

    *n. Don't be critical of your former employer or co-workers. Present problems with them in a positive manner.

    *o. Don't talk about personal or financial troubles. Your interviewer might think that these troubles will interfere with your work.

    *p. Let the interviewer decide when the interview is over.

---

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19. When you are leaving the interview:

*a. Ask the interviewer when you may expect to hear from her/him, or say something such as, "I have several interviews and may not be at home for your call. Would it be all right with you if I call in a few days to see what you have decided?" This response shows your interest and gives you a chance to see if you got the job.

*b. Shake hands with the interviewer. Use a firm, friendly handshake, not a limp, weak, fishy one.

*c. Thank the interviewer for her/his time and consideration.

d. Thank the secretary and write down his/her name for future reference.

Before going into an interview, write out answers to the following questions. These answers should help you respond with confidence to almost any question asked during your interview. The interviewer will not ask many of these questions directly but will be looking for answers to them in the statements you make about yourself.

Role play an interview situation for classmates and get feedback regarding your answers, attitude, and body language. If your statements indicate that you are a stable person who gets things done, your interviewer should be satisfied.

1. Why are you here? ("To benefit your organization by being a dependable, efficient employee." Then be specific about the job you want.)

2. Tell me about yourself. (Answer with some details and examples from your resume. Do not discount or diminish yourself or your accomplishments.)

3. How can you benefit our organization? (Visit the company ahead of time and pick up a brochure; talk to someone who works there; ask the librarian where to get information; etc.)

4. How do you react to pressure? (Use a specific example.)

5. Why do you want to work as a (the job for which you applied)?

6. Why do you think you would make a good (the job for which you applied)?

7. What is your greatest strength?

8. What is your greatest weakness? (Careful. What about "I get impatient with unproductive people," or something like that?)

---

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9. How do you feel about working overtime?

10. Can you get along with other people?

11. What is your job potential?

12. How much will you cost us?

13. Do you learn quickly?

14. What is your greatest accomplishment?

15. How do you use your leisure time?

16. Tell me something about yourself not referred to in your resume.

17. Do you have initiative (or must you be told every little move to make)?

18. Will you stay with us?

19. Will you fit in?

Remember: Knowing how to get a job is probably more important than knowing how to do a job!

TRAINING

JOB READINESS

ASSIGNMENT SHEET #7 - INTERVIEW FOLLOW-UP

On the day following the interview, write (type, if possible) a thank-you letter to the person who interviewed you.

1. Say "thank you" for the interview.

2. Mention some specific qualifications which you have for the particular job.

3. Say that you would value the opportunity of working for (name of company) because (be sincerely complimentary).

Not many people write follow-up letters. Therefore, you will be establishing yourself as persevering, efficient, prompt, and considerate--excellent qualifications for any job.

A sample follow-up letter is on the next page.

WHAT NEXT?

If you hear nothing from your follow-up letter, call back in three days, one week, two weeks, etc., and say, "I am following up on my interview of (date) and would appreciate any follow-up information you could give me regarding my job application." It is possible that you were gone when the company official tried to call you.

Assertive follow-up is impressive and shows your continued interest in getting that job.

(Note: If you feel that this interview follow-up is too assertive for you, do as much of the follow-up as you feel comfortable/confident doing.)

SAMPLE FOLLOW-UP LETTER

Date

Ms. Audrey Smith, Personnel Director
ABC Company
P.O. Box 4021
Ames, Illinois 42601

Dear Ms. Smith:

Thank you for talking with me yesterday regarding my employment as a production machine operator for the ABC Company.

As you mentioned yesterday, your hiring women as production machine operators greatly enhances the ABC Company's affirmative action efforts. This job would also enable me to show you how dependable, cooperative, and productive I am.

I am very hopeful about working for your progressive company and look forward to hearing from you soon regarding my employment.

Sincerely,

Ima Winner

Ima Winner
612 Arlington Way
Ames, Illinois 42601

TRAINING

JOB READINESS

UNIT TEST

NAME_____SCORE_____

The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left of each statement.

_____1. Keep quiet when you are looking for a job. Only a few people should know.

_____2. Breaking in on a job interviewer's questions will show that you have all the answers and that you will make a good employee.

_____3. You should describe an ideal person other than yourself in your resume.

_____4. A ten-page resume is more impressive than a one-page resume.

_____5. Sometimes jobs are filled by word of mouth without being advertised.

_____6. Playing "hard to get" and aloof during a job interview is a good idea.

_____7. Educational experience is valuable in the job search even though you did not get credit on a transcript for the educational experience.

_____8. A job will be more satisfying if it matches your abilities to do the work.

_____9. Applying for a job that has not been advertised will show that you have initiative.

____10. Sitting across the room during an employment interview and avoiding eye contact are good interview techniques.

____11. Skills acquired doing volunteer work have no job-related value.

____12. It is important that the work you do correspond to the values which you prize.

____13. A small organization is a good place to look for work for persons having general skills in several areas.

____14. The more personal information (about religion, politics, age, family, etc.) you can get in a resume, the better.

____15. Homemaking skills can be valuable job-related skills.

_____16. The purpose of a cover letter accompanying a resume is to personalize your request for a job.

_____17. The yellow pages in the telephone book provide good sources in which to locate possible places to work.

_____18. Never follow up on job interviews. Let the interviewer call you.

_____19. You are an authority on your accomplishments and should rely on your own judgment.

_____20. Ignore secretaries before/after interviews.

_____21. Job hunting is demanding work which requires your organized efforts.

_____22. The Small Business Administration gives free technical assistance.

_____23. During a job interview, don't be "forward" by offering to shake hands.

_____24. An interview follow-up letter is a waste of time.

_____25. Employers always insist that you have every single job qualification published in their job advertisement.

Instructor

TRAINING

JOB READINESS

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

(100 points - 4 points per question)

1. F
2. F
3. F
4. F
5. T
6. F
7. T
8. T
9. T
10. F
11. F
12. T
13. T
14. F
15. T
16. T
17. T
18. F
19. T
20. F
21. T
22. T
23. F
24. F
25. F

TRAINING

JOB READINESS

SURVEY

1. What did you like most about this unit? _____

_____

_____

_____

_____

_____

2. What did you like least about this unit? _____

_____

_____

_____

_____

_____

UNIT 4: ASSERTIVENESS TRAINING II

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

UNIT OBJECTIVE

After completing this unit, the student should be able to demonstrate a variety of assertive responses in job-related situations. This knowledge will be evidenced by completion of assignment sheets and of a unit test with a minimum of 80 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Understand the techniques for establishing appropriate assertive communication with co-workers and supervisors.
2. Initiate assertive behavior as a prerequisite to change in attitude about oneself as an assertive individual.
3. Coordinate body language with the verbal message.
4. "Authorize" classmates' assertive behavior in order to assist them in acting assertively with greater confidence and ease.
5. Receive "authorization" for assertive behavior from classmates.
6. Explore feelings about job-related problems through assertiveness role playing.
7. Understand that one-half or more of communication is non-verbal and that body language is as important as speech content.
8. Communicate anger with greater confidence and openness.
9. Respond to bias against women.
10. Develop behavior for being an active initiator of situations rather than a passive victim.
11. Develop a wide range of assertive responses.
12. Distinguish among acts (both inside and outside of class) which are aggressive, assertive, and nonassertive.
13. Engage in constructive feedback regarding classmates' assertiveness.

14. Receive feedback with greater openness and maturity.

15. Experience greater self-confidence, greater self-control, and a reduced need for approval from others.

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide student with unit objective sheet.
2. Provide student with information and assignment sheets.
3. Discuss unit and specific objectives.
4. Discuss information and assignment sheets.*
5. Provide students with Assignment Sheet #1, "Making Points at Meetings."

   Below are suggested answers for Part A and Part B. These answers are suggestions only and can be disregarded if you have other answers.

   Part A:

   Financial Manager: Are there other ideas about reducing daily operating expenses?

   You: I suggest that we serve casseroles and gelatin or fruit for lunch. These lunches would be light, nutritious, and less expensive than the present lunches. Employees would also feel less sluggish and more productive after a light lunch.

   Financial Manager: Thank you. Are there other ideas?

   You: I think my suggestion is an important money saver, and I feel that it deserves serious consideration.

*More detailed guidelines for providing Feedback (introduced in this unit) can be found in the next unit (Section C, Unit 5) and on pages 10-12 of this manual.

Part B:

Aggressive Response: Why did you invite us in here to get our suggestions if you are going to ignore what we say?

Nonassertive Response: Smile and remain silent.

6. Provide students with Assignment Sheet #2, "Asking for a Raise."

Part A:

City Manager: What can I do for you, Deborah?

You: I would like to follow up on our discussion during during the job interview about a merit raise for me. After 90 successful days with our organization, I am hopeful about getting a $100 per month merit raise.

City Manager: Deborah, you are really doing a great job, and I appreciate that. But you were satisfied with your salary three months ago when I hired you. Why have you changed your mind now?

You: Three months ago, I thought that if I took over this difficult job and did the work well, a merit increase would be automatic. As a result of my promotional efforts, the city's income has increased almost 20% during the last month. In addition, I have valuable experience and feel that I deserve the raise.

City Manager: But, Deborah, I hired you even though you had very little paid work experience. I should think that your on-the-job work experience would be as valuable as money.

You: My on-the-job work experience is extremely valuable and rewarding, and I appreciate the opportunity for the experience. I came to this job, though, with 20 years of volunteer experience in coordinating community projects. At this point, I would appreciate money.

City Manager: You are certainly convincing, but the city budget just won't allow any more expenses right now.

You: Could we include my merit raise in next year's budget then?

Part B:

Aggressive Response: You are taking me for granted and don't appreciate all the hard work I've done to make you look good.

Nonassertive Response: Oh, well, you can't say I didn't try. Thanks anyhow.

7. Provide students with Assignment Sheet #3, "Expressing Dissatisfaction with Regularly Being Asked at the Last Minute to Work Overtime."

Supervisor: Bob, today's correspondence is especially important. If those collection letters which I dictated get in tonight's mail, they will be delivered tomorrow. And tomorrow is payday for many of those debtors.

You: I can't stay tonight because of other responsibilities. I could, however, get all those letters in the mail by noon tomorrow.

Supervisor: But don't you get a sense of satisfaction and wholeness from finishing your work before you leave each day?

You: Yes, I want to finish my work each day. Therefore, I would appreciate your getting the Dictaphone tape to me by 1:00 p.m. each day. If you would do that, I could plan ahead to finish by 5:00 p.m. or stay until I finish.

Part B:

Aggressive Response: If you got the Dictaphone belt to me at a decent hour, I could finish every day. What do you take me for, a workhorse?

Nonassertive Response: Oh, yes. Could I come back tonight and finish up after I keep some other promises?

8. Provide students with Assignment Sheet #4, "Responding to Bias in the Job Interview."

Part A:

Personnel Officer: Ms. Jones, we have a huge volume of business with both building contractors and individuals. Therefore, our salespeople must be very alert and active. Now, I understand that women your age go through the "change of life," which slows them down considerably. Is this true?

You: I think of menopause in the same way I think of voice change in an adolescent male. Then I don't have any problems with all the misinformation about natural body processes.

Personnel Officer: Is it your experience that women going through menopause are irritable and miss work frequently?

You: I would appreciate your giving me this job and letting me show you the answer to that question.

Part B:

Aggressive Response: Lady, you have stopped interviewing and started meddling, and I don't have to answer your nosy questions.

Nonassertive Response: (Nervous laugh) I don't know much about that subject.

9. Provide students with Assignment Sheet #5, "Expressing Anger and Responding to Bias."

Part A:

Son: Hey, Mom, you look pretty grouchy this evening.

You: I feel frustrated each evening when you watch television while I cook dinner. It seems to be expected that I'll earn a living and do all the cooking. I resent that attitude because I'd like to have some time to relax or do things that I enjoy.

Son: But it's a woman's job to cook.

You: Times have changed since it was a "woman's job" to cook, if it ever was. Women share responsibilities outside and inside the home now; and men should do the same, I think.

Son: You know I can't cook. You never taught me.

You: I'll be happy to teach you to cook. Could we start now?

Part B:

Aggressive Response: You lazy outfit. You're just making excuses, but you won't get away with them.

Nonassertive Response: That's right. I have only myself to blame.

10. Administer unit test.

11. Reteach if necessary.

Instructor

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet
2. Information sheet
3. Assignment sheets:
   - Assignment Sheet #1 - Making Points at Meetings
   - Assignment Sheet #2 - Asking for a Raise
   - Assignment Sheet #3 - Expressing Dissatisfaction with Regularly Being Asked at the Last Minute to Work Overtime
   - Assignment Sheet #4 - Responding to Bias in the Job Interview
   - Assignment Sheet #5 - Expressing Anger and Responding to Bias
4. Unit test
5. Answers to test
6. Survey

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TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

INFORMATION SHEET

TERMS AND DEFINITIONS

Role playing - A problem-solving technique whereby individuals assume various parts or characters in order to act out real-life situations.

Feedback - Information which is given (or fed back) from a sender to a receiver regarding the sender's feelings about the receiver's behavior.

IMPORTANCE OF ROLE PLAYING IN DEVELOPING ASSERTIVENESS SKILLS

1. Provides for models of assertive behavior.
2. Reduces fear of unknown situations and untried behavior.
3. Reduces anxiety caused by the build-up of feelings regarding the situation.
4. Helps the participants establish realistic behavior goals.
5. Increases each participant's skills (speaking, listening, body control) in acting assertively.
6. Increases social interaction skills.
7. Increases listening skills.
8. Builds confidence through group approval and reinforcement of assertive behavior.
9. Provides the participants with a more objective view of the situation than a mental picture provides.
10. Provides for instant feedback about the behavior demonstrated.
11. Builds confidence for the transfer of assertive behavior from inside to outside the classroom.

EXPRESSING ANGER (SEE ASSIGNMENT SHEET #5)

Women often have difficulty expressing anger because they have been taught to be passive and pleasing. Therefore, the following ideas are worth considering:

1. Anger is a legitimate feeling.

2. Unexpressed anger can build up to the explosive stage.

3. Mature expression of anger is difficult and requires practice. The next time you feel angry:

   - Say to yourself, "I feel angry" (or your favorite substitute for that expression!).

   - Admit to yourself who or what is making you angry and why you are angry ("I am making myself angry because_____").

     There is often a primary feeling--fear, hurt, rejection, etc.--that contributes to anger. Getting in touch with this feeling helps greatly in developing an accurate and honest expression of feelings.

   - Determine the best way to express your anger without hurting someone else. Example: "I feel angry because" statement will help you express your anger, take the responsibility for the angry feeling, yet not hurt someone else. Whether you make this statement on paper, to the person you perceive to be the cause of your anger, or to someone else (a counselor, for example) depends on your judgment in the matter.

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

ASSIGNMENT SHEET #1 - MAKING POINTS AT MEETINGS

PART A

You work for a bank and attend the weekly meetings of bank employees. These meetings are designed for building communications among bank personnel. Today, the bank's financial manager has asked for employee suggestions about reducing the bank's daily operating expenses without reducing services either to employees or to customers.

One of the employees' fringe benefits is a free lunch (meat, vegetables, salad, and dessert) served daily in the bank's dining room. Because of the years you spent in home management, you have a great idea about reducing the food cost while maintaining the high quality of the past food service.

However, when you offer your idea, the financial manager does not at first see the importance of your idea.

In the space below, write out your assertive responses. Then role play the situation in front of the class and ask classmates for feedback.

Financial Manager:	Are there other ideas about reducing daily operating expenses?
You:	_____
	_____
Financial Manager (with a patronizing smile)	Thank you. Are there other ideas?
You:	_____
	_____
Financial Manager	That idea does sound important. Could you put it in writing for further consideration?

PART B

In the space below, write out examples of aggressive and nonassertive responses for your last statement, above. Then share these responses with classmates.

Aggressive Response _____

_____

Nonassertive Response _____

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertivensss Training I)

ASSIGNMENT SHEET #2 - ASKING FOR A RAISE

PART A

You have worked for three months as coordinator of special events for the town in which you live. In this job, you stay very busy handling all the details for any event which the town sponsors or supports. The major event during the past three months was the city's carnival, which included dozens of booths sponsored by local organizations. During the coming months, several major events are planned. These events include Old Timers' Day, an arts and crafts fair, a downtown merchants' sidewalk sale, and a family day in the park.

Unfortunately, you did not negotiate for salary advances when you took the job at a modest salary, but were told rather vaguely that you could expect "merit raises" along the way.

You have made an appointment with your supervisor (the city manager) in order to ask for a raise.

In the space below, write out your assertive responses. Then role play the situation in front of the class and ask classmates for feedback.

City Manager: What can I do for you, Deborah?

You: _____

_____

City Manager: Deborah, you are really doing a great job, and I appreciate that. But you were satisfied with your salary three months ago when I hired you. Why have you changed your mind now?

You: _____

_____

City Manager: But Deborah, I hired you even though you had very little paid work experience. I should think that your on-the-job work experience would be as valuable as money.

You: _____

_____

City Manager: You are certainly convincing, but the city budget just won't allow any more expenses right now.

You: _____

_____

City Manager: Very well. I will write a $70 per month raise in salary for you when I make out the city budget for next year. And our next fiscal year is only six weeks away.

PART B

In the space below, write out examples of aggressive and nonassertive responses for your last statement, above. Then share these responses with classmates.

Aggressive Response _____

_____

Nonassertive Response _____

_____

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

ASSIGNMENT SHEET #3 - EXPRESSING DISSATISFACTION WITH REGULARLY BEING ASKED AT THE LAST MINUTE TO WORK OVERTIME

PART A

You are a male who is secretary to the female supervisor of collections for a large finance company. Each day, your supervisor answers her correspondence by Dictaphone but rarely does so until early afternoon. Since you don't get the Dictaphone tape until mid-afternoon, you generally have leftover correspondence at the end of each work day.

At least three evenings per week, just as you are preparing to leave for the day, your supervisor asks you to work late and finish the correspondence before leaving.

In the space below, write out your assertive responses. Then role play the situation in front of the class and ask classmates for feedback.

Supervisor: Bob, today's correspondence is especially important. If those collection letters which I dictated today get in tonight's mail, they will be delivered tomorrow. And tomorrow is payday for many of those debtors.

You: _____

_____

Supervisor: But don't you get a sense of satisfaction and wholeness from finishing your work before you leave each day?

You: _____

_____

Supervisor: You do have a point and I will think about it.

PART B

In the space below, write out examples of aggressive and nonassertive responses for your last statement, above. Then share these responses with classmates.

Aggressive Response _____

_____

Nonassertive Response _____

_____

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

ASSIGNMENT SHEET #4 - RESPONDING TO BIAS IN THE JOB INTERVIEW

PART A

You are a 50-year-old woman being interviewed by a 30-year-old female personnel officer regarding a job as salesperson for a large building-materials center. If hired, you will be in charge of selling and helping customers select floor tile and wallpaper. (You, by the way, are experiencing menopause as part of your normal life pattern.)

In the space below, write out your assertive responses. Then role play the situation in front of the class and ask classmates for feedback.

Personnel Officer: Ms. Jones, we have a huge volume of business with both building contractors and individuals. Therefore, our salespeople must be very alert and active. Now, I understand that women your age go through the "change of life," which slows them down considerably. Is this true?

You: _____

_____

Personnel Officer: Is it your experience that women going through menopause are irritable and miss work frequently?

You: _____

_____

Personnel Officer: Thank you for that response. We will be filling our sales vacancy this week, and I will let you know the outcome.

PART B

In the space below, write out examples of aggressive and nonassertive responses for your last statement, above. Then share these responses with classmates.

Aggressive Response _____

Nonassertive Response _____

_____

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

ASSIGNMENT SHEET #5 - EXPRESSING ANGER AND RESPONDING TO BIAS

PART A

You routinely walk through your front door at about 6:00 each evening, after having worked all day as a production machine supervisor at the local hydraulics plant. Then, you walk past your son (who attends the local university while he lives at home), who is habitually watching the evening news on the television set in the living room. Finally, you stop in the kitchen to prepare a meal for the two of you.

You have become progressively more angry during the past year because your son has a negative attitude about helping in the kitchen.

In the space below, write out your assertive responses. Then role play the situation in front of the class and ask classmates for feedback.

Son: Hey, Mom, you look pretty grouchy this evening.

You: _____

_____

Son: But it's a woman's job to cook.

You: _____

_____

Son: You know I can't cook. You never taught me.

You: _____.

_____

Son: You have brought up some serious considerations that I want to think about.

PART B

In the space below, write out examples of aggressive and nonassertive responses for your last statement, above. Then share these responses with classmates.

Aggressive Response _____

_____

Nonassertive Response _____

_____

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

UNIT TEST

NAME_____ SCORE_____

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. A problem-solving technique whereby individuals assume various parts or characters in order to act out real-life situations

_____b. Information which is given from sender(s) to a receiver regarding the sender's feelings about the receiver's behavior

_____c. "Excuse me for asking. I hope I didn't bother you."

_____d. "You made me mad, you rascal."

_____e. "I think my suggestion is an important one which deserves serious consideration."

1. Example of a non-assertive response
2. Example of an aggressive response
3. Feedback
4. Role playing
5. Example of an assertive response

2. The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left of each statement.

_____a. Role playing reduces fear of unknown situations and untried behavior.

_____b. One should never admit to being angry.

_____c. Role playing reduces anxiety caused by the build-up of feelings regarding the situation.

_____d. Role playing builds confidence for the transfer of assertive behavior from inside to outside the classroom.

_____e. Role playing provides the participants with a more objective view of the situation than a mental picture provides.

Instructor

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (50 points)

   a. 4

   b. 3

   c. 1

   d. 2

   e. 5

2. (50 points)

   a. T

   b. F

   c. T

   d. T

   e. T

TRAINING

ASSERTIVENESS TRAINING II

(Prerequisite - Assertiveness Training I)

SURVEY

1. What in this unit was most helpful to you? _____

   _____

   Why? _____

2. What in this unit was least helpful to you? _____

   _____

   Why? _____

3. If you were the teacher, what would you add to this unit? _____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you? _____

   _____

   _____

5. How could the classmates be more helpful? _____

   _____

6. How could the teacher be more helpful? _____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific. _____

   _____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not. _____

   _____

   _____

   _____

   _____

UNIT 5: PEER COUNSELING

Sharing

FOR SURVIVAL AND PROBLEM SOLVING

TRAINING

PEER COUNSELING

UNIT OBJECTIVE

After completing this unit, the student will be more knowledgeable about peer-counseling skills, such as creating a comfortable, supportive atmosphere; listening, giving feedback; and taking steps in problem solving. This knowledge will be evidenced by completion of a unit test with a minimum of 80 percent accuracy and by completion of assignment sheets.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Arrange in order the steps in problem solving.
2. Participate as a peer counselor for displaced homemakers.
3. Observe the techniques of attentive listening.
4. Give supportive feedback to class members according to established suggestions for providing effective feedback.
5. Refrain from giving advice.
6. Refrain from making judgmental statements.
7. Hold in confidence private matters revealed during group discussion.
8. Assist classmates in analyzing problems according to an established process for solving problems.
9. Sign a contract with oneself in order to solidify and verbalize a desire.
10. Participate in establishing a comfortable, supportive class atmosphere.

Instructor

TRAINING

PEER COUNSELING

SUGGESTED ACTIVITIES

Peer counseling involves support and encouragement for each displaced homemaker from members of a group of displaced homemakers. Sometimes, knowing that there are others who are similarly situated and who share one's concerns gives a great sense of relief that "I am not alone."

SUGGESTED ACTIVITIES FOR INSTRUCTOR:

1. Provide students with Assigment Sheet #1, "Format for Opening Peer-Counseling Sessions."

2. Begin peer-counseling session according to instructions on Assignment Sheet #1.

3. Provide students with unit objective sheet.

4. Provide students with information sheet and Assignment Sheets #2, #3, and #4.

5. Discuss unit and specific objectives.

6. Discuss information sheet.

7. Prepare the following class demonstrations to accompany the discussion of "Peer-Counseling Group Responsibilities," in Section II of the information sheet:

   Demonstration 1 - Listening. Demonstrate attentive-listening techniques by staging a scene in which one displaced homemaker tells another about a recent problem, newscast, television program, movie, etc. After the demonstration, conduct a group analysis of which listening techniques were demonstrated most effectively, least effectively, etc.

   Demonstration 2 - Feedback. Stage a scene between a displaced homemaker and a grown child who is overprotective. Then ask the group for supportive feedback regarding the displaced homemaker's behavior during this scene.

   Demonstration 3 - Problem solving. Stage an advice-giving situation and show how giving advice could backfire. For example, Clara advises Judy to get a divorce. Later, Judy blames Clara for the divorce.

8. Assist students with completion of Assignment Sheet #2, "Sharing the Spotlight." Possible answers to the problem-solving exercise are:

   - Becoming aware that there is a problem: Group member was pressured by a child to move in with children; this group member has shared the problem and asked for help in solving it.
   - Defining the problem: "Should I stay in the family home or move in with my children?"
   - Listing and analyzing the best possible solutions (see next page).
   - Choosing the best solution: Allow the person with the problem to choose the best solution for her/him.
   - Putting the choice into action: That's up to the person making the choice.
   - Setting a future date to re-evaluate the choice: Let the person making the choice set this date. Emphasis on a future re-evaluation of the solution chosen will ease the tension/ burden of viewing making a choice as a final action.

POSSIBLE SOLUTIONS TO PROBLEM-SOLVING EXERCISE

POSSIBLE SOLUTION	ADVANTAGES	DISADVANTAGES	OBSTACLES TO BE OVERCOME	OBSTACLES INSURMOUNTABLE*
1. Living with children--permanently or on a trial basis	Meager income stretched	Could survive on own, but with a reduced standard of living		
	Loneliness of living alone eliminated	Noise of children Annoyance of pets Difficulty of accepting their "house rules" Inconvenience of having guests		
	Someone to turn to	Children will force advice upon me		
	Security of being part of a family	Feeling of being in the way Love of freedom to spend time as I choose		
	Making a contribution	Expected to babysit and cook constantly Feeling of being imposed upon		
	No need to do home maintenance repairs	Feeling of being an intruder		
	Poor nutrition from eating alone and not cooking properly eliminated	Having to eat what the family likes to eat		
	Indecision about living alone resolved			

*Obstacles insurmountable are those which the problem solver is either unable or unwilling to overcome.

POSSIBLE SOLUTIONS TO PROBLEM-SOLVING EXERCISE

POSSIBLE SOLUTION	ADVANTAGES	DISADVANTAGES	OBSTACLES TO BE OVERCOME	OBSTACLES INSURMOUNTABLE*
2. Staying in the family home	Comfort (emotional and physical) of living in familiar surroundings	Expense of upkeep Meager income Inability to do home maintenance repair	Lack of income to be overcome by: renting part of the house to someone else sharing the house and expenses with companion part-time job full-time job budget analysis	
	Freedom to choose own lifestyle without being imposed upon by others	Loneliness of being alone Insecurity of being alone Fear of being alone at night Feelings of uneasiness Lack of self-direction		
	Freedom from children's influence even over daily activities	Won't cook just for myself		

*Obstacles insurmountable are those which the problem solver is either unable or unwilling to overcome.

Instructor

9. Assist students with completion of Assignment Sheet #3, "Self-Contract."

10. Administer unit test.

11. Conclude peer-counseling session according to instructions on Assignment Sheet #4, "Format for Concluding Peer-Counseling Sessions."

12. Reteach if necessary.

INSTRUCTIONAL MATERIALS:

1. Unit objective sheet

2. Information sheet

3. Assignment sheets:

   - Assignment Sheet #1 - Format for Opening Peer-Counseling Sessions
   - Assignment Sheet #2 - Sharing the Spotlight
   - Assignment Sheet #3 - Self-Contract
   - Assignment Sheet #4 - Format for Concluding Peer-Counseling Sessions

4. Unit test

5. Answers to test

6. Survey

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TRAINING

PEER COUNSELING

INFORMATION SHEET

TERMS AND DEFINITIONS

Peer counseling - A mutual exchange of ideas, opinions, and support among persons of the same rank.

Feedback - Information which is given (or fed back) from a sender to a receiver regarding the sender's feelings about the receiver's behavior.

PEER-COUNSELING GROUP RESPONSIBILITIES

1. Create a comfortable, supportive atmosphere:

   - by encouraging responses from everyone which are helpful, understanding and non-judgmental;

   - by establishing that everyone has an important contribution to make to all group activities and by providing ways for everyone to contribute;

   - by calling for a moratorium on negative statements such as "That won't work";

   - by having a group understanding and commitment that what is said in the group is a private, confidential matter not intended for exposure outside the group.

2. Listen. Emphasize attentive, non-judgmental listening which communicates the attitude that "we understand your point of view." Attentive-listening techniques are as follows:

   - Face the speaker (groups should sit in a circle).

   - Maintain good eye contact.

   - Lean slightly forward to show interest.

   - Leave arms and legs uncrossed to show accessibility.

   - Ask relevant questions for clarification.

   - Paraphrase what the speaker says in order to ascertain that understanding is correct.

- "Listen to" the speaker's body language (facial expression, gestures, posture, etc.).

- Demonstrate understanding without being judgmental or giving advice.

- Practice attentive-listening techniques often.

3. Give supportive feedback. When specifically requested to do so, group members should offer constructive, specific comments about behavior. Feedback consists of giving (or feeding back) information to a group member regarding his/her behavior. For example, someone might practice a speech, role play a job interview or an appearance in court, etc., and request helpful comments from the group. Feedback should be given with great care, according to the following suggestions:

   - Be specific about the behavior. For example, if Mary says "That won't work; I've tried it," Ella might offer the following feedback: "Mary, I think that your saying 'That won't work' could cause people in our group with good ideas to remain silent."

   - Don't be judgmental about the behavior. Simply relate your response to the action. Say how you feel about certain behavior.

   - Give feedback when it is requested or when it will be willingly/openly received and responded to by the recipient and by others in the group. Individuals practicing new behavior for group observation will expect feedback. Also, group evaluations of group effectiveness will provide opportunities for feedback.

4. Assist with problem solving. Group members should give support to problem solvers and should help point out possible solutions. However, the group should not give advice.

5. Assist with decision making. The group should give support and help point out alternatives, but should not make decisions for anyone. Decisions should be regarded as each individual's privilege and responsibility.

PEER-COUNSELING GROUP METHODS

Role playing
Brainstorming
Interviews
Question-and-answer sessions
Discussion
Teaching - learning
Behavior practice plus feedback

INSTRUCTIONS FOR PEER-COUNSELING GROUP METHODS

1. Role playing

Role playing is a problem-solving technique whereby individuals assume various parts or characters in order to act out real-life situations.

Instructions for role players: Think of role playing not as a game, but as a real-life situation. Assume what you think would be the attitudes and feelings of the person you are representing. Let those feelings and attitudes develop naturally with whatever transpires among the other role players. Don't exaggerate; just be sincere. Try to help resolve the problem.

Instructions for observers: The analysis of what goes on among the role players is just as important as the role playing. Watch carefully and listen to all the opinions, whether or not you agree. Take notes, as self-reminders for the discussion to follow. Notice especially who are the most and the least helpful persons in resolving the problem. What methods are used to solve the problem? Think about the motives influencing each person's words and actions.

2. Brainstorming

Brainstorming is a group effort to freely produce wide-ranging ideas for some purpose.

Suggestions for brainstorming:

- Be productive; list lots of ideas--the more ideas, the better.
- Continue the free flow of ideas without stopping to discuss, judge, analyze, or evaluate any idea.
- Repeat ideas; add to and vary one another's ideas.
- Be creative, imaginative, even wild with your ideas if you wish. Enjoy the silences in between ideas.
- Continue generating ideas until group participants have exhausted their store of ideas.

The purpose of brainstorming is to freely produce wide-ranging possibilities for solutions to problems. Each group member can then select the ideas which she/he finds most helpful as possible solutions to problems.

3. Feedback

Important in any instructional/support situation is the frequent opportunity for supportive feedback from the group. When specifically requested to do so, group members should offer constructive comments

about behavior. Feedback consists of group members giving (or feeding back) information to a displaced homemaker regarding her behavior. For example, a displaced homemaker might practice a speech, or role play a job interview, an encounter with a family member, or an appearance in court, and request helpful comments from group members. Feedback should be given with great care, according to the suggestions that follow. If you are giving feedback, you should:

- Ascertain that feedback is welcome. Feedback, in order to be most productive, should be requested and welcomed by a displaced homemaker who is interested in developing her behavior skills. "Helpful" comments forced upon her by group members or by the instructor will probably cause her to defend her behavior, distort what was said to her, form a negative opinion of the group experience, and cut herself off from further group support.

- Clarify your motives. You should make sure that your feedback is part of a constructive, problem-solving effort that the recipient perceives to be beneficial to her. If, on the other hand, you are trying to place blame, win an argument, show your superiority, or convert others to your views, you should remain silent.

- Use "I" statements to describe your response. "I feel" or "I think" statements indicate that you accept the responsibility for your statements and that you are giving personal opinion, not an "absolute truth." Therefore, the recipient can choose whether or not to accept or use your opinion.

- Be specific about the behavior. General comments such as "I feel that you are not taking yourself seriously" are too vague to be helpful. Instead, in giving feedback, say, "I think your confidence would be more evident if you looked directly at your audience instead of looking at the floor so often, and if you stopped smiling when you are expressing anger."

- Describe the behavior without being judgmental. An objective description of behavior relates specific behavior without interest in the motive or other causes of the behavior. Behavior description also avoids evaluating actions as right/good or as wrong/bad. If you make an evaluative statement such as "I think you should stop whining and stop playing poor-little-me games," you will probably cause the recipient to react defensively enough so as to block learning. A more acceptable behavior description would be your saying, "I think your speech has a nasal quality that would be eliminated if you spoke with more firmness and authority."

- Offer feedback regarding only behavior that can be changed. If you give feedback about mobility impairment or a speech impediment over which the recipient has no control, your feedback will be destructive and can only intensify frustration.

- Give immediate feedback when feasible. The most useful feedback you can provide is that given directly after the behavior to be described has occurred. The details of the behavior can then be quickly recalled with greater accuracy than they can at some later time.

- Make sure that the recipient understands your intended message. One way of maintaining clear communication is to ask the recipient to paraphrase what she has just heard until you agree that the paraphrased statements match the message you sent.

TRAINING

PEER COUNSELING

ASSIGNMENT SHEET #1 - FORMAT FOR OPENING PEER-COUNSELING SESSIONS

Sit in a circle with your classmates so that face-to-face contact can be maintained for a better exchange of information, ideas, and support.

Begin the peer-counseling session by deciding which of the following phrases you and your classmates wish to complete:

1. I'm happy about
2. I'm proud that
3. This week, I
4. I'm ready to
5. I'm eager to
6. I think that
7. I feel that
8. I wonder
9. I'm willing to
10. I'm thinking about
11. (Another phrase suggested by you or a classmate)

Proceed around the circle until everyone has responded by completing the phrase chosen.

This kind of beginning offers a smooth transition from outside distractions to group endeavors and stimulates individual participation in the group activities.

TRAINING

PEER COUNSELING

ASSIGNMENT SHEET #2 - SHARING THE SPOTLIGHT

Group members should take turns bringing their concerns before the group for consideration. During each peer-counseling session, the spotlight will focus on several group members (one at a time) who request group assistance in some way.

For example, one student may be receiving pressure to move in with her/his children. The group can assist not by giving advice, but by going through the steps of problem solving together. These steps are:

1. Becoming aware that there is a problem
2. Defining the problem
3. Listing the possible solutions
4. Analyzing the possible solutions
5. Choosing the best solution (only the person with the problem should make this choice)
6. Putting the choice into action
7. Setting a future date to re-evaluate the choice

As a group, go through the problem-solving process for the person who is pressured to move in with children. Begin by completing the following blanks:

- Becoming aware that there is a problem: Group member was pressured by a child to move in with children; this group member has shared the problem and asked for help in solving it.
- Defining the problem: _____

_____

_____

- Listing and analyzing solutions (see next page).

POSSIBLE SOLUTIONS TO PROBLEM-SOLVING EXERCISE

POSSIBLE SOLUTION	ADVANTAGES	DISADVANTAGES	OBSTACLES TO BE OVERCOME	OBSTACLES INSURMOUNTABLE*

*Obstacles insurmountable are those which the problem solver is either unable or unwilling to overcome.

- Choosing the best solution: (The group's peer-counselor role involves helping individual members clarify alternatives regarding decision making and problem solving. But peer counselors must not give advice to or make decisions for others. The individual with the problem must be responsible for choosing the best solution. The peer-counseling group should assist by helping clarify alternatives so that the decision can be based on choice among alternatives, instead of on intuition, family pressure, emotion, authority, impulse, propaganda, trial and error, etc.) _____

_____

- Putting the choice into action: (That's up to the individual making the choice.) _____

_____

- Setting a future date to re-evaluate the solution chosen: _____

_____

TRAINING

PEER COUNSELING

ASSIGNMENT SHEET #3 - SELF-CONTRACT

If you would like to verbalize and solidify a desire (anything from saving money to reading a book), complete this form. A contract with yourself converts a desire to a meaningful commitment.

I _____ do hereby agree to
(name)

_____
(commitment)

_____.

The commitment defined herein will be completed on or before

_____.
(date)

_____
(signature)

_____
(witness)

_____
(date)

Share the details of this self-contract with your classmates.
Give the contract to someone to hold.
Set a time at which you will check on the contract results.
Burn the contract when it is fulfilled.

TRAINING

PEER COUNSELING

ASSIGNMENT SHEET #4 - FORMAT FOR CONCLUDING PEER-COUNSELING SESSIONS

End each peer-counseling session with something anticipated or with an expression of appreciation by deciding which of the following phrases you and your classmates wish to complete:

1. I expect
2. I hope for
3. I await
4. I value
5. I appreciate
6. I predict
7. I anticipate
8. I look forward to
9. Thank you,_____ (someone's name), for_____
10. I am going to
11. (Another phrase suggested by you or a classmate)

Proceed around the circle until everyone has responded by completing the phrase chosen.

TRAINING

PEER COUNSELING

UNIT TEST

NAME_____SCORE_____

1. Arrange in order the following steps in problem solving. Place a "1" in front of the first step, a "2" in front of the second, and so on.

   _____a. Becoming aware that there is a problem

   _____b. Putting the choice into action

   _____c. Choosing the best solution

   _____d. Setting a future date to re-evaluate the choice

   _____e. Defining the problem

   _____f. Listing the possible solutions

   _____g. Analyzing the possible solutions

2. Match the terms on the right to the correct statements on the left by placing the appropriate number in the blanks provided. Use each answer only once.

   _____a. An activity that would most harm the comfortable, supportive atmosphere in a peer-counseling group

   _____b. A helper or supporter from one's own group or rank

   _____c. An important activity which is properly done with one's entire body

   _____d. Giving_____would take away from each individual's own responsibility to solve her/his problems

   _____e. Information which is given to someone regarding other persons' feeling about behavior is_____

   _____f. An important part of building group trust that what is said will remain inside the group

   1. Feedback
   2. Peer counselor
   3. Judgmental statement
   4. Attentive listening
   5. Advice
   6. Confidentiality

3. The following statements are either true or false. Write either "T" for true or "F" for false in the blank at the left of each statement.

_____a. Be very general when you are giving feedback lest you hurt someone's feelings.

_____b. Feedback should be directed at behavior and not personally at an individual.

_____c. The best listeners avoid eye contact with the person talking.

_____d. The most effective listeners always cross their legs and arms in order to appear relaxed.

_____e. A speaker's body language (such as facial expression) is not important and should be ignored by the listener.

_____f. Persons facing each other in a circular seating arrangement can communicate better than persons sitting in rows of chairs (so that they cannot face each other) can communicate.

_____g. Peer counseling involves support and encouragement from members of one's own group.

_____h. Feedback which is highly critical and judgmental always produces tough, effective group participants.

TRAINING

PEER COUNSELING

ANSWERS TO TEST

(Note: It may be helpful to use your blank copy of the test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 105.)

1. (35 points)
   a. 1
   b. 6
   c. 5
   d. 7
   e. 2
   f. 3
   g. 4

2. (30 points)
   a. 3
   b. 2
   c. 4
   d. 5
   e. 1
   f. 6

3. (40 points)
   a. F
   b. T
   c. F
   d. F
   e. F
   f. T
   g. T
   h. F

TRAINING

PEER COUNSELING

SURVEY

1. What in this unit was most helpful to you? _____

   _____

   Why? _____

2. What in this unit was least helpful to you? _____

   _____

   Why? _____

3. If you were the teacher, what would you add to this unit? _____

   _____

4. Were the objectives in this unit clear to you? What was this unit supposed to do for you? _____

   _____

   _____

5. How could the classmates be more helpful? _____

   _____

6. How could the teacher be more helpful? _____

   _____

7. Describe the effect this unit had on you. Did it change your attitude or ideas in any way? Be specific. _____

   _____

   _____

   _____

   _____

   _____

8. If the unit did not accomplish what you think it should have accomplished, explain why it did not. _____

   _____

   _____

   _____

   _____